NINETEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW-YORK,

FOR THE YEAR ENDING DECEMBER 31, 1860.

New-York:
JOSEPH RUSSELL, PRINTER,
No. 79 JOHN STREET.

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DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 26, 1860.

On motion of Mr. O'KEEFE—

Ordered, That the Committee on Annual Report be authorized to prepare the Annual Report of the Board for 1860, and have the same printed in the usual form, under the direction of the Committee.

THOMAS BOESE,

Clerk.

REPORT.

By the requirements of subdivision 10 of section 3 of "An Act relative to Common Schools in the City of New-York," passed March 31st, 1854, it is the duty of the Board of Education—

"To make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction, and to the Common Council of the City of New-York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such schools shall have been kept open; the amount of public money apportioned or appropriated to said schools or societies; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education, during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other, and what sources; the manner in which such moneys shall have been expended; and such other information as the State Superintendent of Public Instruction may, from time to time, require, in relation to Common School Education in the City and County of New-York."

In fulfilment of that duty, the Board of Education respectfully

REPORT:

I. The whole number of Schools within its jurisdiction during the past year was two hundred and fifty-one, classified as follows:

Grammar Schools for Boys	47
" " " Girls	47
Primary Schools	87
Colored Schools	11
Corporate and Asylum Schools	12
Evening Schools	43
Normal Schools	3
Free Academy	1

II. Reports have been made to the Board of Education, within the time limited for that purpose, from all Schools named above, including the following Corporate and Asylum Schools:

1. New-York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half Orphan Asylum.
4. Society for Reformation of Juvenile Delinquents.
5. Leake & Watts Orphan Asylum.
6. Colored Orphan Asylum.
7. American Female Guardian Society.
8. Home Industrial School.
9. New-York Juvenile Asylum.
10. House of Reception of New-York Juvenile Asylum.
11. Five Points House of Industry.
12. Ladies' Home Missionary Society.

III. The schools or societies from which reports have been made to the Board of Education, within the time limited for that purpose; the length of time such schools have been kept open; the amount of public money apportioned or appropriated to said schools or societies respectively, and the number taught in each school, as ascertained by the mode prescribed by law, are shown in the accompanying Schedule, No. 3.

The whole amount of money deposited with the City Chamberlain, for the purposes of education, during the year, ending December 31st., 1860, was $1,278,781 00, derived as follows:

Amount received from the general fund of the State	$207,990 75
From the County	207,990 75
Tax of one-twentieth of one per cent	275,961 50
Tax of $4 per scholar	586,838 00
	$1,278,781 00
To this amount is to be added the amount in the hands of the Chamberlain, December 31st, 1859.	$25,060 66
Error in Report of 1859	80 19
Checks cancelled	864 14
Making	$1,304,785 99
There was expended, on account of appropriations made in 1859	49,172 39
Leaving available for the year 1860	$1,255,613 60
The balance in bank, December 31st, 1860, was	32,946 26
Total expenditures for 1860	$1,222,667 34

These moneys have been expended as follows:

For support of Free Academy	$48,192 72
" repairs of "	752 97
" salaries of Teachers in Ward Schools	669,580 99
" " " Janitors in "	34,381 03
" support of Normal Schools	9,452 81
" " " Evening Schools	73,312 02
" apportionment to Corporate Schools	29,996 37
" repairs through the Shop	11,500 18
" supplies furnished to Ward Schools through the Depository	64,350 31
" rents of School Premises	18,278 80
" incidental expenses of Ward Schools	94,791 59
" " " " Board of Education, including salaries	42,238 97
" altering and repairing School Buildings	36,492 69
" erecting new School Buildings	66,231 30
" heating and ventilation of School Buildings	2,906 78
" furnishing "	10,442 81
" Pianos for Ward Schools	9,665 00
" Counsel fees	100 00
	$1,222,667 34

The details of such expenditures are shown in the schedules hereto annexed.

FINANCIAL EXHIBIT FOR THE LAST EIGHT YEARS.

The following is a Summary Statement of the Revenues of the Board of Education, for each year of the past eight years.

REVENUES.	1860.	1859.	1858.	1857.	1856.	1855.	1854.	1853.
State Apportionment	$207,990 35	$207,382 95	$212,889 55	$202,905 90	$146,522 41	$132,711 68	$131,808 48	$130,701 65
Equal amount by city	207,990 35	207,382 95	212,889 55	202,905 90	146,522 41	132,711 68	131,808 48	130,701 65
Tax of 1-20th of 1 per cent	275,961 56	265,497 14	260,272 64	255,870 00	258,367 89	243,499 13	231,010 86	206,843 48
Amount of fixed funds	691,942 26	680,163 04	686,051 74	661,681 80	551,412 71	508,922 49	494,627 82	468,245 56
Additional Estimate	586,838 74	565,836 96	539,961 26	438,729 62	471,941 65	447,087 51	139,185 68	100,790 52
Amount raised for the year	$1,278,781 00	$1,246,000 00	$1,226,013 00	$1,100,410 82	$1,023,354 36	$956,010 00	$633,813 50	$569,036 08

The table annexed shows the School Tax levied in each year, during the last eight years, on the taxable property of the State, the amount collected in the City of New-York, with the sum re-apportioned.

YEARS.	Agregate State Tax for Schools.	Amount of School Tax paid by New-York.	Amount of School Tax apportioned to N. Y.
1853.....	$800,000 00	$241,553 19	$130,701 05
1854.....	800,000 00	257,616 11	131,808 48
1855.....	800,000 00	271,639 40	132,711 68
1856.....	1,072,362 83	383,805 37	146,522 41
1857.....	1,073,768 97	390,408 96	202,905 90
1858.....	1,052,853 75	398,416 98	212,889 55
1859.....	1,053,873 04	399,677 61	207,332 95
1860.....	1,064,473 15	412,550 00	207,990 35
Total.....	$7,717,331 74	$2,755,667 62	$1,372,862 37

From the above statement, it appears that the amount of School Tax paid by this City and County, during the last eight years, exclusive of the large sums annually contributed to the support of our own public Schools, was $2,755,667 62.

The amount apportioned to this County by the State, during the same period was..... $1,372,862 37
Amount retained by the State Government, for distribution in other counties..... 1,382,805 25

Previous to 1856 the law provided for the distribution of one third of the State funds, including the amount raised by general tax, the Common School Fund, according to the School districts, and the other two thirds, according to the population of the respective counties. The School districts in the country were much smaller than those in the city, and the result was that some districts having but one hundred scholars drew of the one third, as much as districts in the city having 2,500 scholars. The Legislature of 1856 passed a law that remedied, to a limited extent, the evils of the district system, by providing that teachers employed six months should count

as one district; and the law further provided that the tax should be raised from the fixed sum of $800,000 to a per centage of of a mill, which materially increased the amount to be raised by the city, yet retained a system of distribution that is manifestly unjust.

The attention of the proper authorities has been called to the subject, both by the Board of Education and the Comptroller of the City of New-York, and it is anticipated that the Legislature will at an early day so modify the law as to relieve the city from paying for the education of other than their own children.

COMPARATIVE PAYMENTS.

The following table gives the details of the payments which have been made by the Board of Education during each of the last eight years.

	1860.	1859.	1858.	1857.	1856.	1855.	1854.	1853.
Free Academy	$48,945 72	$52,681 29	$48,640 84	$46,926 76	$37,684 31	$40,106 48	$31,680 92	$33,494 05
Normal Schools	9,452 81	9,155 73	13,725 81	12,979 71	8,137 25	6,039 21	4,394 50	960 51
Teachers in Ward Schools	669,580 99	586,837 13	533,844 44	498,743 44	421,069 54	394,900 36	291,610 56	198,576 60
Janitors " "	34,381 03	30,291 78	27,144 88	25,350 28	21,505 19	19,357 04	13,232 43	8,020 54
Incidental Expenses	94,791 59	80,683 80	90,754 96	84,616 58	61,159 57	74,369 51	59,844 79	56,672 18
Evening Schools	73,312 02	69,089 23	77,540 38	57,805 16	39,791 41	32,635 71	22,749 98	17,563 77
Expenses of Shop	11,500 18	8,526 39	6,859 72	4,717 76	9,910 65	15,831 57	15,926 68	945 38
Supplies from Depository to W. S.	64,350 31	72,485 73	83,856 76	78,593 72	81,248 36	69,679 63	61,349 87	20,008 25
Rent of School Premises	18,278 80	18,509 86	18,900 56	10,599 81	10,083 26	9,780 57	8,626 22	4,247 28
Corporate Schools	29,996 37	29,009 00	29,292 59	28,692 28	24,282 72	19,538 43	17,584 79	106,808 00
Improving Buildings	39,399 47	27,788 14	49,698 02	43,977 46	49,984 38	51,096 83	42,226 00	30,122 52
Purchases of Sites	.....	1,970 00	50,500 00	42,901 71	37,000 00	626 68	40,510 00	12,000 00
Erecting New Buildings	66,231 30	59,861 61	66,043 04	101,727 70	71,852 62	126,598 98	133,142 04	14,348 45
Fitting up and Furnishing	20,107 81	26,513 70	33,445 18	38,516 78	60,342 55	29,943 13	7,780 99	2,947 06
Incidental Expenses B. of E., including Salaries	42,238 97	36,411 67	38,001 01	29,347 95	27,858 94	27,329 19	17,304 52	7,872 64
Counsel for testing By-law	100 00	.....	.....	.....	.....	.....	.....	.....
Totals	$1,222,667 34	$1,109,565 21	$1,180,382 70	$1,101,081 03	$961,885 75	$917,853 92	$776,973 38	$513,602 18

The Appendix contains the Reports of Samuel S. Randall, City Superintendent of Schools, and of Messrs. Kiddle, Jones, and Seton, his Assistants:

The Report of the Committee on Normal Schools—showing the number of pupils taught, expense of conducting the same, and lists of graduates for 1860;

The Report of the Committee upon Evening Schools—the whole number taught, average attendance, and cost of conducting the same;

The Annual Report of the Finance Committee;

The Twelfth Annual Report of the operations and condition of the Free Academy.

CHANGES IN THE LAW AND BY-LAWS.

It is the custom to record all important changes that may occur in the Laws and By-Laws governing the School system, during the year, in the Annual Report. The changes have been as follows:

STATE LAW.

An Act in relation to School Libraries in the City of New-York.

Passed April 18, 1860.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows:

§ 1. Whenever the sum of fifty-five thousand dollars, part of the income arising from the investment of the moneys deposited by the United States with the State of New-York, according to the Act of Congress, entitled, "An Act to regulate the deposit of the public moneys," passed June 23d, 1836, shall be distributed for the support of Common Schools, as provided by section four of chapter two hundred and thirty-seven of the laws of eighteen hundred and thirty-eight, it shall be the duty of the Board of Education of the city of New-York, on receiving the share of the said sum apportioned to the city and county of New-York, to apportion such share among the various wards of the said city, in proportion to the number of pupils attending the public schools in each ward.

§ 2. As soon as such apportionment shall have been completed by the Board of Education, and not less than one month from the receipt by them of the share of the said moneys apportioned to the city and county of New-York, it shall be the duty of the said Board to notify the School Trustees of each ward of the amount to which each ward is entitled by virtue of such apportionment.

§ 3. It shall thereupon be the duty of the School Trustees of the respective wards to purchase, in their discretion, books for the libraries of the Schools in their respective wards, to the amount of the money so apportioned to each ward, and to render the bills for the books so purchased, to the Board of Education, by whom such bills shall be paid.

§ 4. The share of the sum of fifty-five thousand dollars, referred to in the first section of this Act, apportioned to the city and county of New-York, shall not be appropriated to any other purpose than the purchase of books for the school libraries in the said city.

§ 5. All Acts, or parts of Acts, inconsistent herewith, are hereby repealed.

§ 6. This Act shall take effect immediately.

BY LAWS.

EVENING SCHOOLS.

ARTICLE XX, and Sections 37 and 197, were stricken out, and a new article inserted, as follows:

ARTICLE XX.—*For the Government of the Evening Schools.*

§ 134. Evening Schools shall be established in such of the Ward School-Houses or other buildings now used for Ward School purposes, and in such other places as the Board of Education shall from time to time deem expedient, and the following rules and regulations are hereby established for the government of the same:

§ 135. There shall be one term of the Evening Schools, commencing on the first Monday of October, and continuing eighteen weeks, exclusive of the usual holiday vacation.

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§ 135. There shall be one term of the Evening Schools, commencing on the first Monday of October, and continuing eighteen weeks, exclusive of the usual holiday vacation.

§ 136. The Trustees for each Ward in which Evening Schools are located, shall have the power, and they are hereby authorized, to fit up the school-rooms, provide the necessary means for lighting the same, and procure and furnish the necessary books and stationery for the use of the teachers and scholars in said Schools, and provide suitable places to keep the property of the Evening Schools separate and apart from that of the Ward Schools, subject to the By-Laws and regulations of this Board governing Ward Schools in relation to repairs, supplies, and books. They shall audit all bills for teachers' and janitors' salaries and other expenses, and keep an accurate account of the expenditures for Evening Schools distinct from those of the Ward Schools, and the said salaries and bills, when certified to be correct by a majority of said Trustees, shall be paid by the President and Clerk of this Board (if, in their opinion, the bills are reasonable and proper) by warrants countersigned by the Chairman of the Finance Committee.

§ 137. It shall be the duty of the City Superintendent, and such of his assistants as he shall direct, to visit and examine each of said Schools at least once during the term, and as much oftener as may be practicable, and to report the result of such examination, with such suggestions and recommendations as he may deem expedient, to this Board, and to the Trustees of the Ward in which such School may be located.

§ 138. This Board shall prescribe the course of studies to be pursued in said Schools, and fix the salaries to be paid to teachers employed therein, which shall be uniform throughout the city.

§ 139. It shall be the duty of the Trustees of each Ward in which any Evening School may be located, to nominate to this Board, at the first session in the month of September of each year, such teachers as in their judgment may be required for such Schools, not exceeding one for every thirty pupils in average attendance during the preceding term, together with the position for which they are designed, and the grade of their certificate. Such nominations shall be acted upon at the next meeting of this Board.

§ 140. Teachers may be removed, vacancies filled, and additional teachers appointed during the term, by the proper Boards of Trustees,

subject to the approval of this Board, provided the average attendance of scholars is at least thirty to each teacher.

§ 141. Upon the removal of teachers, or employment of additional teachers, the Board of Trustees shall, forthwith, file with the Clerk of this Board a copy of the resolution directing the same, certified by its Chairman and Secretary to have been adopted at a meeting thereof at which a quorum was present, which resolution shall be submitted to this Board at the first session after the filing thereof.

§ 142. If such removals or appointments are not confirmed by this Board, they shall be null and void and of no effect.

§ 143. Whenever the Trustees, or a majority of them, in any Ward, shall deem it advisable to organize one or more additional Evening Schools, or to discontinue any of said Schools, they shall report the same to this Board, with the facts and circumstances showing such necessity, and the Board shall decide on the same.

§ 144. In each School there shall be employed one Principal teacher, who shall be responsible to this Board, and to the Trustees of the Ward, for the good government and management of the said School. The Assistant teachers employed shall be responsible to the Principal for the faithful performance of the duties committed to their charge.

§ 145. The Principal teacher shall keep all the books required under these rules, or by the proper Board of Trustees, and in addition, the following, to wit: a Roll Book, a Weekly Report Book, and a Visitors' Book.

§ 146. No teacher shall be employed who does not, at the time of his or her appointment, hold a certificate of qualification, equal to grade C, from the City Superintendent.

§ 147. The Schools for Males shall be opened at 7 o'clock, and closed at 9½ o'clock, in the evenings of the usual School days.

§ 148. The doors shall be opened at 6 o'clock and 40 minutes, at which time the teachers shall be present to maintain order, and to make all necessary preparations for the commencement of the School exercises.

§ 149. The Schools for Females shall be opened and closed half

an hour before the time for opening and closing the Schools for Males, and the doors for admission of pupils to the School buildings shall be opened half an hour before the time of opening the doors for Males, at which time the teachers shall be present.

§ 150. No scholar shall be received in the Schools who attends the Ward Schools, or whose daily avocations will admit of his or her attendance at the same.

§ 151. Applications for admission to the Schools shall be made to the Principal, at the School rooms, by the pupils.

§ 152. The Principal shall enter in a book, to be kept for that purpose, the name, residence, age, and occupation of the pupil, together with the name of the parent or guardian of said pupil; and shall report, at the end of the term, to this Board, and to the proper Board of Trustees, the whole number taught, with the average attendance for the term, together with such other information as may be required.

§ 153. The Principal shall furnish each pupil with the necessary books and stationery, and keep an account of the same, and said pupil shall be held accountable for their proper use and return.

§ 154. The proper Boards of Trustees shall have power to make Rules and Regulations for the government of the Evening Schools, consistent with the By-Laws of this Board.

§ 155. Pay-rolls, as hereinbefore provided in Section 32 of Article VII., shall be prepared by the Principal of each Evening School, at the end of the term of such Schools, and presented to the Chairman of the appropriate Board of Trustees, which Board shall audit the same, and within five days thereafter file the same with the Clerk of this Board, who shall examine and pay the same within five days thereafter, as other teachers' pay-rolls are to be examined and paid: Provided, however, that the Principal of the Male department of each Evening School shall prepare and present the pay-roll for all teachers of Evening Schools employed in the same building with himself.

§ 156. No corporal punishment shall be allowed in any of the Evening Schools.

SCHEDULE OF SALARIES

Paid to Teachers in the Evening Schools for the Term of Eighteen Weeks, and at the same rate for Term of Six Weeks, commencing first Monday in January, 1860.

MALE TEACHERS.

Principal	$225 00
Vice-Principal	180 00
First Assistant	135 00
Second Assistant	112 50
Teacher of German	112 50
All Assistant Teachers	1 00 per evening.

FEMALE TEACHERS.

Principal	$180 00
Vice-Principal	135 00
First Assistant	112 00
All other Assistants	1 00 per evening.

VACATIONS.

ARTICLE XIII. was amended so as to read as follows:

SEC. 53.—The vacations and holidays allowed in the Schools in the several wards, shall be as follows: every Saturday throughout the year; the day commonly known as Good Friday; the first day of May; the fourth day of July; any day appointed by the Governor of the State for a public fast or thanksgiving; the twenty-fifth day of December, the second day of January, and the intermediate days; the day next following any day above specified, when such latter day shall be Sunday; the day following any day above specified, when such latter day shall be Thursday, and the interval between the last Friday in July and the first Monday in September. No other holiday or vacation shall be allowed, unless by a special vote of the Board of Education, except that the President of the Board shall have authority to suspend the sessions of the Schools, in case of any sudden

emergency; but his action in the matter shall be submitted to this Board, for its consideration at the earliest opportunity; and, except that the Board of Trustees of any Ward may authorize the closing of any of the Schools in that Ward, for the whole or part of a single day, when there shall be a special occasion therefor, occurring subsequently to the last previous meeting of the Board of Education.

A special report from the Principal of each School shall accompany each pay-roll, stating whether or not any session of such School has been omitted previous to the date of such report, and subsequently to the last preceding report, other than such vacations and holidays as are specifically allowed by the By-Laws of the Board of Education; and if any session has been so omitted, for what reason, and by what authority the same was omitted; and no salary shall be paid to the teachers in any School in which a session shall have been omitted, in violation of this By-Law, unless such payment shall be authorized by a special vote of the Board of Education.

The School on Randall's Island is excepted from this By-Law, and its sessions shall continue as heretofore.

COURSE OF STUDIES.

Manual, 1860.
p. 131. } 11*th line.*—After the word "Geography," strike out the word "with" and insert "by"—and after the word "Maps," insert "without books."

" " 16*th line.*—After the word "Geography," insert "by Outline Maps."

" " Strike out the entire paragraph, commencing with the words "In Primary Schools," and insert the following:

"In each of the Primary Departments and Primary "Schools, two hours of each School day shall be devoted "by the pupils to the study of their respective lessons, "under the supervision and instruction of their teachers; "and no lessons shall be given to be studied after School "hours."

p. 133.—Add a new paragraph, as follows:

"Two hours of each School day shall be devoted by "the pupils of the several classes, under the supervision

"and instruction of their teachers, to the study and "preparation of their respective lessons, for recitation on "the ensuing day, and no lessons shall be required to be "committed after School hours, the proper preparation "for which will occupy more than one hour."

p. 134.—Between the first and second paragraphs insert the following:

"All promotions from any Primary Department or "Primary School to any Grammar Department, shall be "made only upon examination by the Principal of the "Department to which such promotions are to be made."

DISMISSAL OF TEACHERS.

Art. VIII., Sec. 38, of the By-Laws, was amended by adding the following subdivision, to wit:

Upon the dismissal of a Teacher, the Board of Trustees shall file with the Clerk of this Board a copy of the resolution directing the same, and notify the said teacher in writing of the cause of dismissal. Said teacher shall have the right to appeal to this Board, within twenty days after the service of the notice aforesaid, and said appeal shall be immediately referred to the Committee on Appeals, to examine into the facts and circumstances of the case, and report to this Board.

If this Board shall decide that there is no good cause for such dismissal, then the Teacher dismissed shall be entitled to the position and salary he or she had at the time of dismissal, with pay, as if no dismissal had taken place.

Art. V., Sec. 10, was amended by adding a "Committee on Appeals," said Committee to consist of five, and to be appointed by the President.

THE GROSVENOR FUND.

The proceeds of the bequest to this Board by the late SETH GROSVENOR, Esq., shall be denominated "THE GROSVENOR FUND," and the same shall be applied to the increase of the Library of the Free Academy, in accordance with the conditions of the bequest; and, subject to the directions of this Board, shall be managed by a Committee consisting of the President of this Board, the Chairman of the Executive Committee on Free Academy, and the Chairman of the Finance

Committee of this Board, for the time being, respectively, who shall invest the principal thereof, and, as occasion may require, shall re-invest the same in bonds secured by mortgage on real estate in the city of New-York, of twice the value of the amount loaned, at the legal rate of interest; and the interest and increase of this fund shall forever hereafter be appropriated and applied to the increase of the Library of the Free Academy.

In thus presenting the Nineteenth Annual Report of the operations of the Board of Education of the City of New-York, the Board refers with pleasure to the important facts which it discloses of the beneficial effects of our present school system. Attempts have been made, through legislative influence, to destroy it, and on its ruins erect a system which, in the judgment of the oldest and most experienced friends of education, would be detrimental to the best interests of Common Schools in this city. Changes are not always improvements, and a system of education so extensive as ours, affecting so many interests, and conferring such innumerable blessings on the children of all classes, should not be changed suddenly, nor without the best reasons for so doing.

Our present system undoubtedly is not perfect, nor do its most ardent friends claim for it such a degree of perfection as to place it beyond the reach of improvement. But they can point with a feeling of the highest pleasure to the satisfaction which it has given to the tax-payers and others in this city for the nineteen years of its existence, and can look forward with equal pleasure to the time when it shall, with such changes as circumstances and sound experience may suggest, be still more effective in developing the powers of those minds which may be placed under its charge. The Board are of the opinion that our system of education is equal if not superior to any other either in this country or Europe, and believe that before the close of the present generation, there will not be a spot in the civilized world where there will not be found some one, distinguished in the industrial pursuits of life, or in the learned professions, who can point to the Public

Schools of New-York City as the place where he first learned those lessons of education and morality which fitted him for the position he may occupy.

With the experience of the past, therefore, and the bright prospects of the future, the Board are encouraged to press on in their labors, sometimes arduous, but always pleasant, confident that they will be sustained by the citizens of New-York, for whose immediate benefit our present excellent system of education was devised.

By order of the Board.

WILLIAM E. CURTIS,
President.

THOMAS BOESÉ,
Clerk.

SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION

FOR THE YEAR 1860.

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   JAMES CAVANAGH.
2. JAMES WATSON,
   JARED A. TIMPSON.
3. ROBERT S. GOULD,
   HUGH G. CROZIER.
4. CHARLES J. DOUGHERTY,
   EUGENE SHINE.
5. WILLIAM B. EAGER, JR.,
   JAMES M. TUTHILL.
6. MICHAEL BEGG,
   TIMOTHY BRENNAN.
7. WILLIAM D. ANDREWS,
   DANIEL COGER.
8. WILLIAM TUCKER,
   JOHN R. LYDECKER.
9. JAMES W. FARR,
   CHAS. E. GILDERSLEVE.
10. JOEL W. MASON,
    DANIEL SLOTE.
11. CHRISTIAN METZGAR,
    BENJAMIN T. RHODES.

WARDS.

12. ROBERT O. GLOVER,
    HARVEY H. GREGORY.
13. ALONZO G. REYNOLDS,
    DAVID H. GILDERSLEEVE.
14. ANDREW H. GREEN,
    ANDREW L. BYRNE.
15. ERASTUS C. BENEDICT,
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16. WILLIAM R. STAFFORD,
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17. SAMUEL CANTRELL,
    JOSEPH McGUIRE.
18. JAMES FAIRMAN,
    WILLIAM E. CURTIS,
19. DENIS McCARTHY,
    TERENCE FARLEY.
20. NELSON J. WATERBURY,
    HUBBARD G. STONE.
21. JOHN DAVENPORT,
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Recording Clerk.....THOMAS T. BENNETT.
Junior " .....JOHN G. WHITE.
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" " .....EDWIN COE.
Porter for Depository.....JOHN KILLALLEE.
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Assistant " " .....HENRY KIDDLE.
" " " .....SAMUEL W. SETON.
" " " .....WILLIAM JONES, JR.
Superintendent of School Buildings.....AMNON MACVEY.
Inspector of Fuel.....JOHN E. WHITE.
Messenger in Clerk's Office.....WILLIAM WILHELM.
Janitor of the Hall of the Board.....CHARLES REILLY.

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Mr. Fairman,	Mr. Stout,
Mr. Crozier,	Mr. Stone.

2.—*Executive Committee on Normal Schools.*

MR. FARR,

Mr. O'Keefe,	Mr. Waterbury,
Mr. Mason,	Mr. McGuire,
Mr. Stafford,	Mr. Gregory.

3.—*Executive Committee on Evening Schools.*

Mr. Byrne,

Mr. Slote,	Mr. Farley,
Mr. Marriner,	Mr. Timpson,
Mr. C. E. Gildersleve,	Mr. Lydecker.

4.—*Committee on Annual Report.*

Mr. O'Keefe,

Mr. Waterbury,	Mr. Andrews,
Mr. Reynolds,	Mr. Brennan.

5.—*Finance Committee.*

Mr. Tucker,

Mr. Glover,	Mr. Watson,
Mr. D. H. Gildersleeve,	Mr. Coger.

6.—*Committee on New Schools.*

Mr. Green,

Mr. Stafford,	Mr. McCay,
Mr. Shine,	Mr. Gould.

7.—*Committee on Sites and School-Houses.*

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Mr. Cantrell,	Mr. Byrne,
Mr. Brennan,	Mr. Farley.

8.—*Committee on School Furniture.*

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Mr. Mason,	Mr. Rhodes,
Mr. Cavanagh,	Mr. Cantrell.

9. *Committee on Warming and Ventilation.*

Mr. Crozier,

Mr. Marriner,	Mr. Benedict,
Mr. Shine,	Mr. McGuire.

10.—*Committee on Repairs.*

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Mr. Tucker,	Mr. McCarthy,
Mr. Brennan,	Mr. Metzgar.

11.—*Committee on Supplies.*

Mr. Davenport,

Mr. Glover,	Mr. O'Keefe,
Mr. Warren,	Mr. Eager.

12.—*Auditing Committee.*

Mr. DOUGHERTY,

Mr. Warren, Mr. Slote,
Mr. Stone, Mr. Gould.

13.—*Committee on By-Laws, Rules, and Regulations.*

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Mr. Coger, Mr. Benedict,
Mr. Green, Mr. Glover.

14.—*Committee on Elections and Qualifications.*

Mr. LYDECKER,

Mr. Crozier, Mr. Andrews,
Mr. Farley, Mr. Shine.

15.—*Committee on Correspondence.*

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Mr. Watson, Mr. Gregory,
Mr. Reynolds, Mr. Begg.

16.—*Committee on Course of Studies and School Books.*

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Mr. Davenport, Mr. Slote,
Mr. Eager, Mr. Benedict.

17.—*Committee on Teachers.*

Mr. FAIRMAN,

Mr. Byrne, Mr. Peters,
Mr. Timpson, Mr. Dougherty.

18.—*Committee on Salaries and Offices.*

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Mr. D. H. Gildersleeve, Mr. Rhodes,
Mr. Marriner, Mr. C. E. Gildersleeve.

19.—*Committee on Libraries.*

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Mr. Metzgar, Mr. Begg,
Mr. Dougherty, Mr. Lydecker.

20.—*Committee on Free Scholarships.*

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Mr. Reynolds, Mr. Rhodes,
Mr. Watson, Mr. D. H. Gildersleeve.

21.—*Committee on Printing.*

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Mr. Farr,
Mr. Fairman,
Mr. Brennan,
Mr. McCarthy.

22.—*Committee on Annual Estimate and Apportionments.*

Mr. Benedict,

Mr. McCay,
Mr. Stafford,
Mr. Cavanagh,
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23.—*Committee on Appeals.*

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Inspectors.

Michael Sullivan,
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Patrick T. Carney,
James Woods,
James Cleary,
Daniel Brophy,
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Commissioners.

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Inspectors.

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Michael McGowan,
Arthur Hermance,
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Commissioners.

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Hugh G. Crozier.

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FOURTH WARD.

Commissioners.

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Eugene Shine.

Inspectors.

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Charles Kelly.

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Edmund J. Kelly,
Michael Carroll,
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Inspectors.

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Charles C. Nott,
John L. Roome,
Benjamin R. Concklin,
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SIXTH WARD.

Commissioners.

Michael Begg,
Timothy Brennan.

Inspectors.

Thomas Farrell,
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James McGuire,
Edward J. McGloin,
William Cantwell,
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Matthew Tully,
Owen Kinney,
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SEVENTH WARD.

Commissioners.

William D. Andrews,
Daniel Coger.

Inspectors.

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James Collins.

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Wilson Small,
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Richard Poillon,
Oliver W. Woodford,
William L. Wood,
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EIGHTH WARD.

Commissioners.

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Inspectors.

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Inspectors.

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Charles S. Wright,
Henry P. See,
William H. Gedney.

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Sylvester E. Nolan.

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Samuel A. Hills.

Trustees.

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Frederick E. Mather.

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Dewitt C. Weeks,
Daniel T. Macfarlan,
James Carson,
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Denis McCarthy.

Inspectors.

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Charles H. Lyons.

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Michael Falihee,
Francis Stacom,
Robert McGinniss,
William Hitchman.

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Hubbard G. Stone.

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J. Nelson Luckey,
Henry W. Nichols,
Thomas Maher,
John F. Williams.

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Andrew V. Stout.

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Thompson W. Decker,
Benj. B. Atterbury,
Alexander Brandon.

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Inspectors.

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Adna H. Underhill,
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Terence Riley,
Joseph Cudlipp, Jr.,
John McKewen.

Schedule No. 2.

Number of Persons employed in the several Schools under the Control of the Board of Education.

FACULTY OF THE FREE ACADEMY.

Horace Webster, LL. D., President of the Faculty and head of the Department of Philosophies.
John Jason Owen, D. D., Vice-President of the Faculty and head of the Department of Ancient Languages.
Walcott Gibbs, M. D., Department of Physical Science.
Gerardus Beekman Docharty, LL. D., Department of Pure Mathematics.
John Augustus Nichols, A. M., Department of Mixed Mathematics.
Charles Edward Anthon, A. M., Department of History and Belles-Lettres.
John Graeff Barton, A. M., Department of English Language.
Jean Roemer, LL. D., Department of Modern Languages.
G. B. Docharty, LL. D., Secretary.

INSTRUCTORS IN THE FREE ACADEMY.

Horace Webster, LL. D., Principal, and Professor of Moral, Intellectual, and Political Philosophy.
John Jason Owen, D. D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.
Wolcott Gibbs, M. D., Professor of Chemistry and Physics.
Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics.
John Augustus Nichols, A. M., Professor of Mixed Mathematics.
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.
John Graeff Barton, A. M., Professor of the English Language and Literature.
Jean Roemer, LL. D., Professor of the French Language and Literature.

Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.
Theodor Gustav Glaubensklee, Professor of the German Language and Literature.
Herman Joseph Aloys Koerner, Ph. D., Professor of Drawing.
Robert Ogden Doremus, M. D., Professor of Natural History and Physiology.
Joel Tyler Benedict, A. M., Adjunct Professor of Pure Mathematics.
George Washington Huntsman, A. M., Adjunct Professor of Moral, Intellectual, and Political Philosophy.
Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.
William Beinhauer Silber, A. M., Tutor in Ancient Languages.
Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.
Alfred George Compton, A. M., Tutor in History and Belles-Lettres
Arthur McMullen, A. M., Tutor in Pure Mathematics.
Casimir Fabregou, A. M., Tutor in French.
Adolph Werner, S. B., Tutor in History and Belles-Lettres.
Samuel Gould Jelliffe, A. B., Tutor in History and Belles-Lettres.
William Mellen Banks, A. B., Tutor in Ancient Languages.
James Godwin, A. B., Tutor in Pure Mathematics.
Lucien Oudin, A. M., Tutor in French.
Solomon Israel Woolf, A. B., Tutor in Drawing.
James Knox, A. B., Tutor in English.
Fitzgerald Tisdall, A. B., Tutor in Ancient Languges.
Joseph Oakley Nodyne, A. M., Librarian and Registrar.
James Randolph Brant, A. M., Assistant in the Laboratory.
Grosvenor Waters, Janitor.
Daniel McEvoy, Assistant Janitor.

TEACHERS IN THE NORMAL SCHOOLS.

Principal, - - - - - - - Leonard Hazeltine.

MALE NORMAL SCHOOL.

David Patterson, William H. Wood, John G. McNary.

FEMALE NORMAL SCHOOL.

Vice- Principal, - - - - - - Susan Wright.

John H. Fanning,
David B. Scott,
William Belden, Jr.,
James H. Partridge,
Thomas F. Harrison,

Michael J. O'Donnell,
William Smeaton,
Thomas Hunter,
Sarah A. Bunker,
Clara Edmonds,
Wm. H. Wood, Music.

Rosina G. Hartman,
Henrietta Dutch,
Anna Ward,
Anna M. Marsh,
Francis E. A. Gutch.

COLORED NORMAL SCHOOL.

Principal, - - - - - - - John Peterson.
Charles L. Reason.

TEACHERS IN THE WARD SCHOOLS.

SCHOOL No. 1.

245 *William Street—Fourth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William W. Smith,	Cornelia Honeywell,	Harriet M. Megie,
Edward A. Walsh,	Helena Raymond,	Martha S. Brennan,
Michael H. Keily,	Anna M. Cudlipp,	Jane E. Irvine,
George F. Wickes,	Eliza McLaughlin,	Rose T. Martin,
Mary A. Mahoney,	Sarah Quinn,	Theresa M. Gill,
Mary A. O'Brien.	Joanna Murphy.	Emily E. McCallum,
		Mary A. Bergman,
		Mary F. O'Brien,
		Eliza F. Carey.
		James W. Alden, Music.
		Thos. Hanrahan, Janitor.

SCHOOL No. 2.

116 *Henry Street—Seventh Ward.*

BOYS' DEPARTMENT	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Nath'l P. Henderson,	Delia F. Lockwood,	Eliz'h A. Blanchard,
Ardelia H. Prince,	Josephine Irwin,	Eliza C. Budd,
Margaret A. Barnum,	Cath. M. Williams,	Adaline E. Anderson,
Sarah A. Dunbar,	Sarah M. Reeve,	Harriet A. Budd,
Catharine J. Delaney,	Rebecca S. Lowrey,	Lucia A. Ritterband,
Mary W. Lowrey,	Maria L. Romer,	Jane A. Smith,
Vacancy.	Delia A. Masters,	Elizabeth Brown,
		Mary E. Whikehart,
		Mary E. McKillop,
		Mary E. Stainburn,
		George W. Pettit, Music.
		James Nolan, Janitor.

SCHOOL No. 3.

Corner of Hudson and Grove Streets—Ninth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
David Patterson,	Isabella F. McCormick,	Mary C. Brombush,
B. D. L. Southerland,	Elizabeth Pope,	Sarah J. Dornan,
George Brinckerhoff,	Lizzie Cavannah,	Eliza B. Scudder,
John Demarest,	Eliza J. Birch,	Sarah M George,
Mary J. Mead,	Mary J. Davis,	Caroline Wilson,
Louisa Barton,	Emma J. Cavannah,	Mary Wainwright,
Mary A. King,	Jennie M. Hill,	Mary Chisholm,
Josephine Adee.	Elizabeth Smith,	Helen McIndoe,
	Annie Royce.	Elma Lent,
		Maria J. Wright.
		James A. Johnson, Music.
		George Batchelor, French.
		Chas. Severyn, Drawing.
		Abr'm Demarest, Janitor.

SCHOOL No. 4.

203 Rivington Street—Thirteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James D. Demilt,	Catharine White,	Emily A. White,
Dubois B. Frisbee,	Jane Moon,	Sarah E. Bertine,
Russell Raymond,	Albertine Cooley,	Mary A. Leuba,
Margaret Miller,	Martha Rhoades,	Mary J. Blair,
Augusta Scofield,	Harriet T. Delong,	Mary J. Robinson,
Nancy Mosher,	Ann Cushing,	Ann M. Robertson,
Halina Parmenter,	Emily E. McKinney,	Lucy A. Roberts,
Elizabeth J. Hunter.	Jeannette Robertson,	Julia A. Clark,
	Annetta Raymond, Gen. Assistant.	Mary E. Gray,
		Jane E. Bruen,
		Mary A. Bertine,
		Mary E. Galvin,
		Alvina Kerr.
		George H. Curtis, Music.
		Chas. Severyn, Drawing.
		Frederick A. Morgan, Janitor.

SCHOOL No. 5.

222 *Mott Street—Fourteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Michael A. Curran,	Mary J. Hunter,	Margaret A. Mather,
Thomas Moore,	Helena Connolly,	Mary T. Grace,
James Toal,	Emma J. Scatliff,	Mary E. Perham,
James F. Gilchrist,	Eliza A. R. Dalton,	Mary J. Jones,
		Mary E. McGill,
		Charlotte E. Gray,
		Jane A. Gormley,
		Ellen T. Hayes,
		Kate Sweeney.
		George W. Pettit, Music
		Peter Brulte, Janitor.

SCHOOL No. 6.

Randall's Island—Twelfth Ward.

BOYS AND GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Harriet J. Craver,	Sarah J. Linderman,
Mary E. Bryant,	Mary A. Green,
Sarah L. Payne,	Elizabeth M. Hammond,
Imogene A. Collins,	Mary McMartin,
Matilda M. Garrett,	Julia E. McKevitte,
Ann M. G. Canty.	Josephine B. Huleu,
	Susan M. Thompson.
	Andrew R. Tully, Music.
	John Campbell, Janitor.

SCHOOL No. 7.

60 *Chrystie Street, near Canal—Tenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Jacob T. Boyle,	Isabella Stevens,	Maggie A. Boyd,
Joseph H. Wiley,	Ellen L. Chapman,	Eliza T. White,
Robert B. Maclay,	Mary C. Kennard,	Susan K. Vandewater,
Emeline Olson,	Catharine M. Reed,	Amelia Souer,
Clarissa A. Root,	Mary E. Trembley,	Sarah F. Knapp,
Harriet E. Irwin,	Mary E. Robinson,	Mary E. Topping,
Mary C. Lawrence,	Chas. Severyn, Drawing.	Helen M. Sammis,
Francis Melville, Drawing.		Maria L. Weaver,
		Martha J. Hamlin,
		Mary E. McCormick,
		Mary A. Stagg.
		George F. Bristow, Music.
		Gordon M. Florentine, Janitor.

SCHOOL No. 8.

64 *Grand Street—Eighth Ward.*

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Sylvester G. Penfield,	Mary E. Houseworth,	Margaret Felt,
Henry W. Hayward.	Catharine L. Conart,	Frances A. Stevens,
Catharine Kane,	Annie Barry,	Susan R. Brown,
Sarah E. Hopper,	Caroline Birch.	Rebecca N. Webb,
Georgiana Dugan.		Esther A. Griffin,
		Rebecca Kohler,
		Margaret Brean,
		Eveline D. Baird.
		Harriet Bartine, Floating.
		Francis H. Nash, Music.
		John Craft, Janitor.

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Eighty-second Street and Eleventh Avenue—Twenty-second Ward.

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Amelia W. Hanaway,
Carrie L. Fitch.

GIRLS' DEPARTMENT.

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Mary Tuthill.
Emily S. Hanaway,
Mary J. Brennan.
Mrs. H. M. Brenan, Music.
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Louisa M. Corbin, Drawing.
Esther Wunnenberg, Jan.

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180 *Wooster Street, near Bleecker—Fifteenth Ward.*

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Joel Blackmer,
Charles J. Conway,
Hannibal Robinson,
Mary H. Semple,
Mary A. Knox,

GIRLS' DEPARTMENT.

Jane M. Linsey,
Emma L. Thompson,
Harriet H. Peake,
Mary Barker,
Anna M. Wiggins,
Sophia J. Russell,

PRIMARY DEPARTMENT.

Anna M. Rogers,
Mary H. Beach,
Marion A. Bliven,
H. Amanda Irving,
Annie B. Emerson,
Sarah Keyser,
Sarah E. Faulds,
Annie A. Bliven,
George F. Bristow, Music.
John D. Breckenfield, Jan.

SCHOCL No. 11.

Seventeenth Street, near Eighth Avenue—Sixteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John G. McNary,	Mary S. Preston,	Abby N. Beale,
Alonzo Hopper,	Serena A. Goodwin,	Elizabeth Beale.
Silas W. Randall,	Martha C. Houseworth,	K. Amelia De Baun,
Edward Carrington, Jr.,	Jane A. Fleming,	Mary E. Phelan,
M. Isabel Oakley,	Anne E. Thompson,	Harriet F. Howe,
G. Morton Mitchell,	Abbie M. Sanders,	Phœbe Conklin,
Margaret A. Boak,	Emma Fryer,	Mary F. Vandervoort,
Agnes Jackson,	S. Amanda De Baun,	Mary A McEntee,
Marion L. Young,	Marietta Stanley,	Sarah C. Bostwick,
Vacancy,	Sarah A. Crist.	Julia De Con,
		Elizabeth A. Coe,
		Kate F. Ritchie,
		Hannah V. Stratton,
		Margaret J. Welsh,
		Helen Mar Lindsay,
		Elizabeth Graham,
		Hannah S. Wingate,
		J. C. Woodman, Music.
		George Batchelor, French
		Michael N. Sharp, Janitor.

SCHOOL No. 12.

371 *Madison Street, near Jackson—Seventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John H. Fanning,	Anna M. Marsh,	Nancy E. Hoyt,
Robert J. Furney,	Mary M. Ryckman,	Susan A. McAuley,
Oscar Hinchman,	Ida Louisa Peters,	Mary J. Currier,
Charlotte F. Glover,	Sara Ga Nunn,	Sarah A. Ball,
Sophia Cook,	Martha Moore,	Annie M. Glazier,
Sara McDonald,	Carrie H. Douglass.	Sarah L. Harris,
Maskell E. Fox.		Margaret E. Smith,
		Sarah G. Clarke,
		H. Louise Eldridge,
		Mary McAuley,
		Annie E. Ryckman.
		George W. Pettit, Music.
		Henry Kelly, Janitor.

SCHOOL No. 13.

298 *Houston St., between Essex and Norfolk—Seventeenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Leonard Hazeltine,	Georgiana M. Watson,	Mary L. Harris,
Robert H. Pettigrew,	Sarah J. De Grove,	Kate L. Smith,
Nathan Upham,	Edith P. Sill,	Esther E. Noe,
Mary D. Johnson,	Sarah E. Crane,	Annie E. Van Vorst,
Mary J. McCoy,	Marietta Egbert,	Mary A. Dunbar,
F. E. Brueninghnusen,	Mary T. Devereaux,	Mary L. Hickok,
Louisa Bildersee,	Hannah A. Sill,	Fannie C. Kirk,
S. Fannie Le Petit.	Phebe A. Kendall.	Caroline E. Noe,
		Agnes Haddon,
		Kate J. Truss,
		Maude L. Dame.
		Francis Melville, Music.
		Aug. Vradenburg, Janitor.

SCHOOL No. 14.

Twenty-seventh St., near Third Avenue—Twenty-first Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
La Fayette Olney,	Caroline F. Whiting,	Kate H. Myers,
George H. Albro,	Mary Kemp,	Martha L. Doake,
Rosina G. Hartmann,	Hester Platt,	Emily J. Edwards,
Emma Turner,	Sarah Hazeltine,	Mary J. Oelzner,
Francis J. Graham,	Laura Osborne,	Annie R. Holman,
Susan A. Sparling,	Ellen Winchell,	Ella F. Goodwin,
James R. Pettigrew,	Lizzie Steele,	Harriet S. Goodnow,
Caroline F. Elwell,	Emma Goodenough.	Mary R. Simpson,
Deziah Buckalew,		Rebecca B. Dwight,
John McCullough.		Mary D. Delavan,
		Ellen J. Bacon,
		Chloe H. Lapham,
		Sarah E. Burke.
		Francis H. Nash, Music.
		Sigismund Schuster, Dr'g.
		Patrick Doherty, Janitor.

SCHOOL No. 15.

289 *Fifth Street—Eleventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
N. P. Beers,	Urania Downs,	Mary J. Vanderhoof,
James J. McCoy,	Mary J. Patten,	Annie E. Ketcham,
Moulton Emery,	Sarah Messenger,	Amanda M. Carman,
Martha Turner,	Urania D. Secord,	Julia A. Cook,
Caroline Canfield,	Emma E. Fairfield,	Euphemia Young,
Annie E. Gillis,	Harriet N. Lugar,	M. J. McCaffray,
Louisa Murray,	Maria E. Hull,	Susan Doyle,
Mary L. Willis,	Adelaide Hardy.	Sarah C. Lewis,
Kate Stanton,		Jane E. Schureman,
Sarah C. Hall.		Cornelia A. Carman,
		Elizabeth Gilfillan,
		Lydia A. Arkills,
		Kate Thompson.
		George W. Pettit, Music.
		Francis H. Nash, "
		Daniel Brown, Janitor.

SCHOOL No. 16.

138, 140, 142, *and* 144 *West Thirteenth St.—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Arthur Murphy,	Virginia M. Oakley,	Mary Oliver,
William J. Kennard,	Sarah P. Browne,	Amelia Lynbeck,
Dayton W. Searle,	Emily Scudder,	Elizabeth Sleight,
Georgiana Harriott,	Catharine Jagger,	Melissa Thorp,
Mary Jane De Graw,	Vacancy,	Amelia Blakely,
Elizabeth Wilson,	Mary Jane Anderson,	Elizabeth Blake,
Jennet McLuskey.	Eleanor Firth.	Ellen Finnegan.
		James A. Johnson, Music.
		William Chenoweth, Jan.

SCHOOL No. 17.

Forty-seventh St., bet. Eighth and Ninth Avs.—Twenty-second Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James Monteith,	Amelia Kirsted,	Alvira S. Beach,
William A. E. Davis,	Georgiana M. Bunker,	Kate C. Kenny,
Robert Burden,	Caroline E. Church,	Ann E. McEntee,
Jerome A. Eisenlord,	Susan C. Brick,	Maria Ackerman,
Mary M. Slater,	Agnes McCartney,	Delia W. Moore,
Francis J. Scarlett,	Mary J. Swift,	Sarah A. Whitehead,
Frederick W. James,	Charity Dealing,	Louise Kyle,
Charles F. Hartman,	Adeline E. Marsh.	Anna M. Hoffman,
Charles T. Brush.		Ann E. Whitten,
		Agnes H. Smith,
		Anna M. Connor,
		Elizabeth C. Burnett,
		Maria T. Daly,
		Maria A. Delaney,
		Marion Downs.
		Francis H. Nash, Music.
		Alphonse Grollier, French.
		Louise W. Corbyn, Paint'g.
		Ann E. Skifflngton, Jan.

SCHOOL No. 18.

Fifty-first St., near Lexington Av.—Nineteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Euph. Hirst,	Annot A. Rutherford,	Cordelia C. Rockwell,
Joseph W. Cremin,	Lucy M. O'Connell,	Elizabeth A. Scanlan,
Thomas E. Cody,	Margaret H. Walsh,	Jane M. McNespic,
George H. Moore,	Mary E. Trainor,	Ellen R. Drew,
Wm. Carlisle,	Jane Godwin,	Annie M. Walsh,
Wilbur F. Hudson,	Emma C. Wood.	Tabitha C. Corson,
B. T. Foshour,		Sophia Christie,
Mary J. Scanlan.		Emily C. Nevine,
		Hen'ta L. Vredenburgh,
		Margaret Hagan,
		Mary E. Donnelly,
		Annie M. Holden,
		Julia L. Crowley.
		Wm. F. Berry, Jr., Music and Drawing.
		John Ryan, Janitor.

SCHOOL No. 19.

Fourteenth St., between First and Second Avs.—Seventeenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Smeaton,	Caroline Hazeltine,	Sarah E. Buckbee,
Henry C. Litchfield,	Mary E. Hinton,	Mary C. Hepburn,
Henry S. Bellows,	Anna M. Hazard,	Mary H. Tompkins,
Charles S. Bulkley,	Agnes McFarland,	Emily Greenwood,
Ella M. Flowery,	Emma A. Wicks,	Rose A. Mullan,
Catharine A. Buckbee,	Sarah J. Stuyvesant,	Jane E. Haviland,
Mary J. Poor,	Mary Wilson.	Anna E. Smith,
Irene B. Miller.		Mary A. J. Hunt,
		Angeline Goodenough,
		Sarah B. Douglass,
		Susan C. Stuyvesant.
		Francis Melville, Draw'g.
		Wm. D. Haight, Janitor.

SCHOOL No. 20.

Chrystie St., near Delancey—Tenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Alexander Morehouse,	Anne Ward,	Annie Thompson,
Henry Wm. Smith,	Margaret W. Tibbetts,	Helen Seaman,
James W. Graff,	Eliza F. Knapp,	Mary O. Bell,
George A. Leonard,	Sarah A. Fisher,	Mary A. T. Hamilton,
J. Frank Wright,	Sarah Amelia Haynes,	Mar't A. T. Lawrence,
Mary L. Winter,	Harriet N. Hutchings,	Emeline Voorhees,
Catharine L. Hannah,	Lucretia Felter,	Florinda Cornell,
Mary Buckelew,	Matilda Davis,	Charlotte B. Charlock,
Annie Hart.	Minnie F. Peppers.	Jane A. Hutchings,
		Lavinia Stratton,
		Agnes Wright,
		Emily M. Clark,
		Sarh B. Griffiths,
		Bertha Wehle,
		Henrietta Chambers.
		Francis Melville, Draw'g.
		Charles Severyn, "
		George F. Bristow, Music
		Smith Moore, Janitor.

SCHOOL No. 21.

Marion St., bet. Spring and Prince Sts.—Fourteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John Boyle,	Maria J. Sweeny.	Fanny Willoughby,
Wm. G. Raymond,	Eleanor M. Cronin,	Catharine M. Connor,
William P. Byrne,	Helen C. O'Brien,	Emily T. Rice,
Edward J. Delany,	Susan McConnellogue.	Mary Finnegan,
Ellen Birmingham.		Mary J. Willoughby,
		Mary McLain,
		Mary O'Connor,
		Frances Burrell,
		Ellen T. Canary,
		Henrietta Magraw,
		Mary T. Gibbons.
		Francis Melville, Draw'g.
		George W. Pettit, Music.
		John Doran, Janitor.

SCHOOL No. 22.

Corner of Stanton and Sheriff Streets—Eleventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Seneca Durand,	Francis I. Murray,	Sarah H. Keyes,
Sidney W. Merritt,	Melinda N. Clarke,	Frances Coleman,
George W. Stewart,	Julia A. Bell,	Phebe Mayhew,
Margaret Patterson,	Anna M. Murray,	Eugenia Green,
Sarah E. Michaels,	Marion W. Holly,	Mary Marshall,
Eliza B. Beilby,	Cornelia Howe,	Margaret McPhilliamy,
Melcena Van Etten.	Sarah A. Brown,	Sarah Quick,
	Isabella M. McVey.	Elizabeth Chapin,
		Henrietta Cotter,
		Julia Collier.
		Francis H. Nash, Music.
		George W. Pettit, "
		Benjamin Demilt, Janitor.

SCHOOL No. 23.

26 and 28 City Hall Place—Sixth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Mullany,	Catharine Duffy,	Eliza F. McGrath,
Stinson McIver,	Mary J. Gallagher,	Joanna Toole,
Thomas Gibbons,	Rose M. O'Neill,	Mary McHugh,
Henry T. Carroll,	Mary R. Dolan,	Rosa Cohen,
John White,	Elizabeth C. Riley.	Mary McDermott,
Michael McGinn.		Mary A. Ryan,
		Mary Sherin,
		Mary Quin.
		Marcus Colburn, Music.
		Philip Hirsch, French.
		Sigis'd Schuster, Draw'g.
		James Wymbs, Janitor.

SCHOOL No. 24.

Elm Street, near Leonard—Sixth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James M. Sweeny,	Margaret A. McCosker,	Mary S. McDermott,
Anthony T. Gallagher,	Honoria D. Hogan,	Alicia M. Kearney,
James P. McIvor,	Jane A. Grant,	Catharine Gallagher,
Hugh P. O'Neill,	Frances B. Murray,	Hannah E. Keating,
Matthew Murphy,	Emma A. Sweeny.	Elizabeth O'Donnell,
John A. Carolin.		Mary E. Clancy,
		Elizabeth McCormick,
		Honora R. Sweeny.
		M. Colburn, Music.
		John Reuter, French.
		S. Schuster, Drawing.
		William Gaughan, Janitor.

SCHOOL No. 25.

13 *Oak Street—Fourth Ward.*

Catharine Lynch,
Catharine M. Fitzgibbon,
Elizabeth M. Faye,
Margaret C. Canary,
Harriet T. Watson,
Ellen M. Grogan,
Dora Purcell.
Samuel Earle, Music.
Mortimer Lyons, Janitor.

SCHOOL No. 26.

Rose Street, near Pearl—Fourth Ward.

BOYS' DEPARTMRNT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Oliver O'Donnell,	Kate M. Griffin,	Eliza Reynolds,
John Halpin,	Mary J. O'Leary,	Margaret Donnegan,
Patrick C. Leamy,	Mary A. Sweeny,	Rose R. Cronley,
Walter K. Ritch.	M. M. A. McCanary.	Kate E. O'Brien,
		Eliza Hussey,
		Letitia Fitz Gerald,
		Mary E. L. Keane.
		J. C. Woodman, Music.
		Patrick Hallinan, Janitor.

SCHOOL No. 27.

74 *Oliver Street—Fourth Ward.*

Emily B. Sleight,
Eleanor D. Irvine,
Anna Goodwin,
Anna M. Power,
Kate A. Evans,
Elizabeth O'Connell,
Elizabeth A. McInerny.
Samuel Earle, Music.
Ellen Horrigan, Janitress.

SCHOOL No. 28.

Fortieth St., bet. Seventh aud Eighth Avenues—Twenty-second Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Joseph Finch,	Mary Kelly,	Elizabeth W. Garrett,
Lewis M. Kolb,	Mary H. Miller,	Julia M. Scarlett,
Orin R. Gross,	Jane Jollie,	Mary M. Skiffington,
Jas. H. Hallock,	Harriet F. Williams,	Mildred L. Johnson,
Emile Beneville,	Isabella Dolmage,	Louisa M. Osborne,
Sarah C. Wilson,	Isabella Dickieson,	Victoria M. Graham,
Barbara Gellan,	Agnes Dana,	Emma Moore,
Mary F. McKenna.	Mary A. Root.	Julia M. Elliott,
		Sarah Cartwright,
		Sarah Kolb,
		Jane Harkness,
		Jane T. O'Brien,
		Alice M. Baurens.
		L. W. Corbin, Drawing.
		Francis H. Nash, Music.
		Alp. Grollier, French.
		Mary A. Lambert, Janitr's.

SCHOOL No. 29.

97 *and* 99 *Greenwich Street—First Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
L. W. Annan,	Caroline A. Tier,	Ellen M. Hackett,
P. W. Connelly,	Caroline A. Masters,	Sarah C. Hubie,
Hugh Duffy,	A. E. Van Boskerck,	Amy B. Butts,
Edward Schwacofer,	Ellen L. Byrnes,	Elizabeth W. Carman,
James B. Treanor,	Adaline Gates,	Jessie McGregor,
Sarah L. Blackburn,	Catharine W. White.	Mary E. Dunican,
Abbe A. Wright.		Elizabeth Carroll,
		Sarah Cohen,
		Missouri G. Finley,
		Fannie E. Morrison,
		Bridget T. Armstrong,
		Laura Ochs,
		Catharine J. Hazzard,
		C. M. F. Conley,
		M. A. T. Kenney.
		Francis H. Nash, Music.
		Francis Melville, Draw'g.
		Thomas Branng, Jnania

SCHOOL No. 30.

Baxter Street, near Grand—Fourteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
E. McIlroy,	Catharine C. Connelly,	Ellen T. Ahern,
N. Mulligan,	Elizabeth Bossuet,	Margaret E. Doyle,
J. A. Slevin,	Alice C. Gormley,	Annie M. Van Riper,
F. A. Gallagher,	Mary A. Muldoon,	Hannah T. Collins,
H. Maddin.	Mary E. Brady,	Eliza E. Dunn,
		Catharine C. McCaffrey,
		Mary A. L. Costello,
		Cassie J. McManus,
		Mary E. Peach,
		Margaret E. Smith.
		G. W. Pettit, Music.
		Francis Melville, Draw'g.
		Barney Doran, Janitor.

SCHOOL No. 31.

200 *Monroe Street, near Montgomery—Seventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	ADVANCED PRIMARY DEP'T.
John J. Anderson,	Henrietta Hull,	Matilda Mosher,
John R. Ames,	Emily J. Peck,	Emma M. Cole,
William M. Cole,	Josephine M. Norman,	Mary A. Hannah,
Sarah E. Raywood,	Adelaide Cooper.	Susanna Lennox,
William W. Soullard.		Mary S. Ketchum,
		Annie A. Moore,
		Anna E. Lowes,
		Elizabeth Davidson,
		Mary Ankers.

PRIMARY DEPARTMENT.

Mary A. Ebbets,	Sarah E. Simpkins,
Catharine M. Griffin,	Mary C. Whelan,
Sarah J. Glasier,	Martina M. Ridden.
Catharine J. Jones,	George W. Pettit, Music.
Mary M. Fitzpatrick,	Robert Robinson, Janitor.

SCHOOL No. 32.

Thirty-fifth Street, near Ninth Avenue—Twentieth Ward.

BOYS' DEPARTMENT.

T. Dwight Martin,
Wm. Menzies Adams,
Jared S. Babcock,
Justin Martin,
Richmond B. Elliott,
Janet Young,
Elizabeth Smith,
Rosina Whiteside,
Mary Keeler,
Almira J. Danley.
Sigismund Schuster, Drawing.
Marcus Colburn, Music.
Wm. S. McLaurin, Pen'ship.

PRIMARY DEPARTMENT.

Kate P. Brown,
Guilietta R. Kiersted,
Josephine M. P. Hume,
Catharine F. Mahon,
Eliza Cronin,
Jeanette McGowan,
Margaret Adams,
M. Louise Clawson,
Josephine Walker,
Emily B. Jackson,
Henrietta Van Tine,
Annie Disbrow,
Mary E. Underhill.
Gabriel P. Benjamin, Music.
James Divine, Janitor.

SCHOOL No. 33.

West Twenty-eighth St., bet. Ninth and Tenth Avs.—Twentieth Ward.

GIRLS' DEPARTMENT.

Clara M. Edmonds,
Mary A. Simms,
Amanda M. Huthwaite,
Eliza A. Wood,
Amanda M. Edmonds,
Mary G. Thompson,
Elizabeth Loveridge,
Kate Gordon,
Kate Ferry,
H. Kate Courtiss,
Eliza M. Reynolds,
Eva C. Edmonds.
Marcus Colburn, Music.
Wm. S. McLaurin, Penn'ship.
Charles R Triglar, Janitor.

PRIMARY DEPARTMENT.

Sarah K. White,
Margaret Keown,
Sarah J. Gaddis,
Sarah M. Gordon,
Maria J. Thompson,
Mary F. Thompson,
Doreathea Dixon,
Caroline A. Hard,
Irene M. Gahagan,
Charlotte Pollock,
Charlotte Hutchings,
Mary Arnout,
Cornelia J. Whitney,
Deborah Smith,
Louise Bamman,
Jessie Dymock,
Sarah E. Jackson,
Josephine Walker,
Sarah Kreemer,
Jennie Lee.

SCHOOL No. 34

Broome St., bet. Sheriff and Willett Sts.—Thirteenth Ward.

BOYS' DEPARTMENT.

H. C. Martin,
William M. Jelliffe,
Benjamin Y. Conklin,
Emily M. Appleton,
Josephine Orr,
Berenice J. Fitz,
Mary E. Moore,
Phebe B. Carpenter.

GIRLS' DEPARTMENT.

Harriet N. Goldey,
Margaret C. Mikels,
Grace A. Mayhew,
Lucretia V. Flack,
Caroline H. Appleton,
Sarah A. Reeves,
Josephine Ostrander.

PRIMARY DEPARTMENT.

Jane Rutherford,
Margaret F. Maguire,
Mary J. Fairchild,
Harriet Keeler,
Phebe L. Laton,
Sarah M. Norris,
Mary A. Moore,
Sarah L. Shields,
Mary E. McTier,
Sarah M. Mayhew.
Louisa Mosher, Gen. Ass't.
Geo. H. Curtis, Music.
E. Dwight Church, Dr'g.
Michael Moran, Janitor.

SCHOOL No. 35.

Thirteenth Street, near Sixth Avenue—Fifteenth Ward.

BOYS' DEPARTMENT.

Thomas Hunter,
Charles Gates,
Lemuel H. Waters,
George White, Jr.,
Eliza J. Lee,
Eliza M. Phelps,
Martha J. Hawley,
Sarah E. Heybeck,
Arabella Field,
Elizabeth A. Dore,
Henrietta Mosher,
Margaret Carlisle.

PRIMARY DEPARTMENT.

Jane V. Kennedy,
Sarah L. Vanderbilt,
Sarah C. Clark,
Mary Weightman,
Charlotte E. Tillman,
Mary C. Vanderbilt,
Elizabeth Jackson,
Kate Jones,
Emma Chase.
George H. Curtis, Music.
George Batchelor, French.
Samuel F. Kelsey, Janitor.

GRAMMAR SCHOOL No. 36.

355 Ninth Street, near Avenue C—Eleventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Alpheus D. Dubois,	Lucinda W. Smith,	Euretta M. Nicholson,
William Herring,	Charlotte R. Wooster,	Victoria A. Hulen,
James R. Finch,	Mary L. Hoyt,	Mary E. Eppes,
Catharine Vannoy,	Elizabeth A. Devereux,	Anna E. Turner,
Henrietta Walters,	Sarah J. Crane,	Mary E. Squires,
Helen Garvie,	Susan McVey,	Anna E. Brush,
Anna L. Madden,	Maria J. Dodge,	Catharine A. Mitchell,
Susan Horton.	Eliza Jackman,	Annie Macpherson,
	Jane Jones.	Abbie Webb,
		Louisa Chasmar,
		Emma Jessup,
		Margaretta Beuthel,
		Sarah Emily Roe,
		Jane Connelly.
		George W. Pettit, Music.
		Jacob H. Murray, Janitor.

SCHOOL No. 37.

Eighty-seventh Street, near Fourth Avenue—Twelfth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John W. Boyce,	Harriet A. Duncan,	Elizabeth F. Inness,
William A. Owen,	Margaret Hebberd,	Eleanor M. Geary,
Elizabeth T. Hart,	Emma P. Sandford,	Christina W. Cox,
Elijah A. Howland,	Mary E. Elting,	Margaret L. Williams,
Emily Washburn,	Elizabeth Lawson,	Sarah L. Crawford,
Vacancy.	Sophia H. Crawford.	Helen Bell,
		Theresa L. Green,
		Margaret Porter.
		Edward C. Riley, Music.
		Peter Blot, French.
		Catharine Conklin, Jan'ss.

SCHOOL No. 38.

Clarke Street, near Broome Street—Eighth Ward.

BOYS' DEPARTMENT.

J. Elias Whitehead,
Charles W. Lord,
Joseph Hardcastle,
William Henry Post,
Henrietta Forbes,
Eliza A. Hannon,
Caroline A. Esterly,
Mary F. Burgyes,
S. Frances Soper.

GIRLS' DEPARTMENT.

Cordelia Chadeayne,
Mary A. Downs,
Frances C. Church,
Sarah A. Love,
M. Matilda Mayer,
Helen Thompson,
Sarah F. Inslee,
Mary E. Nelson,
Mary B. McClure.

PRIMARY DEPARTMENT.

Emily B. Hunt,
Harriet E. Hindes,
Victorine S. Crapser,
Letitia Cassidy,
Addie E. Roberts,
Jane C. Baird,
Jane A. Sanford,
Elizabeth Pardee,
Charlotte A. Jones,
Mary A. Nash,
Mary E. Fairgrieve,
Julia A. Lobdell,
Charlotte A. White,
Sarah A. Corwin.
S. Schuster, Drawing.
Francis H. Nash, Music, (Male and Female Dep.)
Annie Eager, Music, (Primary Department.)
Alphonse Grollier, French.
Wm. S. McLaurin, Penmanship.
Elias Updike, Janitor.

SCHOOL No. 39.

135th Street, between Second and Third Avenues—Twelfth Ward.

OYS' DEPARTMENT.

Jacob S. Warner,
Charles McGregor,
Susan A. Allen,
Mary V. Lockwood,
Frances C. Lynch.

GIRLS' DEPARTMENT.

Martha S. Kenyon,
Anna E. Lockwood,
Martha A. Washburn,
Susan A. Williams,
Isabella Johnson.

PRIMARY DEPARTMENT.

Mary A. Freeman,
Priscilla Brass,
Eliza A. Freeman,
Charlotte A. Vermilya,
Angeline F. Simpson,
Adeline M. Meeker,
Edna Gardner,
Harriet E. Dewey.
Andrew R. Tully, Music.
Peter Blot, French.
Rachel Knox, Janitress.

SCHOOL No. 40.

Twentieth Street, between First and Second Avenues—Eighteenth Ward.

BOYS' DEPARTMENT.

David R. Scott,
Edward S. Worth,
Ezra Beach, Jr.,
Vacancy.
Jacob Kirkner,
John H. Myers,
Jane M. Greacen,
Mary J. Lennon,
F. H. P. Meginley,
Anna E. Moss,
Rebecca Slater,
Louisa E. Green,
Maria L. Raiman,
Myra J. Hibbard.

PRIMARY DEPARTMENT.

Charlotte C. Wray,
Eliza A. Wilkinson,
Martha McFarland,
Mary E. Carroll,
Addie D. Bisco,
J. Anna Spencer,
Anna S. Sherman,
Eliza Graham,
Mary E. Smith,
Jennie W. Miller,
Stella V. Hough.
George H. Curtis, Music.
Eugene Cantel, French.
Wm. S. McLaurin, Penmanship.
Wm. H. Whitford, Janitor.

SCHOOL No. 41.

Greenwich Avenue, opposite Charles Street—Ninth Ward.

BOYS' DEPARTMENT.

Thomas F. Harrison,
J. H. Zabriskie,
George W. Harrison,
Andrew Carter,
Edith L. Ashby,
Abby M. Burton,
Catharine A. Lockman,
Esther Birdsall,
Helen J. Oakley.

GIRLS' DEPARTMENT.

M. Louisa Scott,
Jennie Ranney,
Mary Topping,
Mary Merritt,
Emma J. Hills,
Mary Harriott,
Fannie Maltbie,
Annie French,
Mary Carey.

PRIMARY DEPARTMENT.

Susannah Whitney,
Catharine Fagan,
Mary Crowell,
Mary A. Connolly,
Louisa Cole,
Emily Golder,
Jane Carpenter,
Jane E. Fagan,
Sophronia Morehead,
Adaline Ellison,
Anna Scudder.
Charles Severyn, Drawing and Painting.
James Johnson, Music.
George Batchelor, French.
Robert Nevin, Janitor.
Martha Morehead, Jan'ss.

SCHOOL No. 42.

Allen Street, near Canal—Tenth Ward.

BOYS' DEPARTMENT.

Elisha L. Avery,
John Walsh,
Henry McGregor,
George W. Van Siclen,
Alexander D. Stratton,
Marie Antoinette Megie,
Jemima Reed,
Isabella Iles,
Emeline Sproull.

GIRLS' DEPARTMENT.

Caroline Hopkins,
Annie L. Post,
Sarah E. Conrad,
Catharine V. Davis,
Fannie Hollingshead,
Mary E. Woolley,
Martha J. Austin,
Emma Hill.

PRIMARY DEPARTMENT.

Mary E. Ewen,
Elizabeth Thorp,
Pauline L. Loes,
Matilda Berry,
Ellen F. Culver,
Permelia Hart,
Mary E. Miller,
Rebecca E. Hiltman,
Josephine Stuyvesant,
Hannah A. Mount,
Almira Gassner,
Anna E. McGuire,
Sarah E. S. Dunn,
Maria Daga,
Jane Smith.
George F. Bristow, Music.
Francis Melville, Drawing.
Charles Severyn, "
George Reed, Janitor.

SCHOOL No. 43.

129th Street, corner Tenth Avenue, Manhattanville—Twelfth Ward.

BOYS' DEPARTMENT.

Timothy W. Kennedy,
C. M. J. Kinnaird,
Elizabeth M. A. Kinnaird.

GIRLS' DEPARTMENT.

Barbara H. McDonnell,
Eliza R. Knapp,
Sarah A. Adams,
Augusta A. Swartz.
Edward C. Riley, Music.
Peter Blot, French.
Nancy A. Lally, Janitress.

SCHOOL No. 44.

Corner of North Moore and Varick Streets—Fifth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Wm. Belden, Jr.,	Jane A. A. Ebbetts,	Catharine Connelly,
Thos. W. Conklin,	Helen G. Morgan,	Hannah E. Tappen,
Oscar P. Howe,	Margaret C. Cornell,	Mary C. Tate,
Samuel Morehouse,	Fanny K. Lewis,	Josephine Van Alstyne,
Schuyler Clark,	Mary A. Walling,	Josephine E. Robbins,
Eliza H. Burr,	Frances E. Smith,	Julia Norris,
Sarah A. Cunningham,	Mary V. Seaman,	Annie M. Franklin,
Clara Hopps,	Harriet M. Kopper,	Cornelia Roach,
Sarah T. Bates,	Emma Vreeland,	Marietta M. Beatty,
Annie E. Evans,	Annie M. Francis,	Harriet A. Baxter,
Sarah A. Ward.	Gertrude L. Simpson,	Frances E. Dorman,
	Sarah F. Miller, (floating).	Elizabeth A. Jackson.
		George F. Bristow, Music.
		Jacob T. Bergen, French.
		Chas. Severyn, Drawing.
		Robert M. Strachan, Jan.

SCHOOL No. 45.

Twenty-fourth Street, between Seventh and Eighth Avenues—Sixteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas Foulke,	Adelaide Hawley,	Emily Kennedy,
N. B. Bartram,	Annie E. Fowler,	Sarah E. Coley,
C. Wesley Morse,	Susan M. Parr,	Emily R. Grafton,
Joseph W. Bell,	Emma C. Heath,	Adeline V. Sutton,
Sarah Stewart,	Matilda L. Stopp,	Mary H. Ewart, (floating,)
Julia Hostin,	Anna A. Rogers,	Jane White,
Mary A. Colston,	Margaret A. Coleman,	Amanda F. Springsteed,
Jane A. Pullis,	Mary E. Hutchison,	Mary E. Bishop,
Ellen D. Traphagen,	Emma S. Burger,	Jane Barton,
Matilda Holton,	Amelia C. Green,	Henrietta Whitehead,
Jane Caldwell,	Kate Towers.	Eliza Donohue,
	Francis H. Nash, Music.	Ellen J. Clarke,
	George Batchelor, French.	M. Theresa Pack,
	W. S. McLaurin, Pens'hp.	Amy B. Lane,
	William Schutt, Janitor.	Rosetta Harcourt,
		Ella E. Bean,
		Emma L Gendar.

SCHOOL No. 46.

One hundred and Fifty-sixth Street and Broadway—Twelfth Ward.

BOYS' DEPARTMENT.

John C. Graff,
Maria C. Jennings,
Laura A. Tone,
Deborah Sandford.

GIRLS' DEPARTMENT.

Matilda M. Landon,
Mary H. Hammond,
Eugenia Swartz.
Edward C. Riley, Music.
Peter Blot, French.
Thomas Norsworthy, Janitor.

SCHOOL No. 47.

Twelfth Street, near University Place—Fifteenth Ward.

GIRLS' DEPARTMENT.

Lydia F. Wadleigh,
Lavinia M. Holman.
Mary Swift,
Julia A. Willard,
S. M. Van Amringe,
Alantha P. Pratt,
Ellen W. Goodwin,
Annie E. Wolcott,
Aroline C. Hall,
Harriet B. Swift,
Sarah E. Woodward,
Margaret Dornan,
Josephine H. Sheldon,
Emma McMann,
Jane R. Adams,
Vacancy.

PRIMARY DEPARTMENT.

M. Louisa Geer,
Miriam H. Carpenter,
Agnes Turnbull,
Kate Requa,
Lucy G. Way,
Frederica Moran,
Lucy Porter,
Harriet R. Waters,
Mary Smith.
George F. Bristow, Music.
Lina Achert, French.
George Weightman, Janitor.

SCHOOL No. 48.

70 West Twenty-eighth Street, near Sixth Avenue.—Twentieth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. H. Partridge,	Isabella Hill,	H. A. C. Huthwaite,
Hugh Carlisle,	Margaret S. Arnout,	Marion K. Blair,
Charles F. Olney,	Philindia Woodruff,	Eliza M. Dyke,
Thomas Crowther,	Marion K. Irwin,	Mary E. Nunns,
Rosamond Rogers,	Julia A Ludlum,	Mary E. Ingersoll,
M. S. McKibbin,	Margaret Stewart,	M. Isadora Findley,
Esther E. Thompson,	Cordelia G. Harwood,	Laura E. Agar,
Hannah E. Jacobus,	Mary A. Colwell,	Catharine M. Botts,
Elvira E. Neville,	Sarah C. Bostwick,	Phebe E. Brooks,
Eliza Hoffman.	Angelique Smith,	Sarah E. Odell,
Marcus Colburn, Music.	Margaret M. Post.	Mary E. Allen,
G. P. Benjamin, "	W. S. MacLaurin, Pen'shp.	Elizabeth Beer,
M. S. Ballou, French.	Terence Mcguire, Janiter.	Hannah A. Jollie,
Sigismund Schuster, Dr'g.		Mary J. Macfarlane,
		E. E. Van Veghten,
		Jemima Walker.

SCHOOL No. 49.

East Thirty-seventh Street, near Second Avenue—Twenty-first Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William H. Wood,	Francis E. A. Gutch,	Julia S. Clark,
Samuel M. Perkins,	Laura E. Leal,	S. Victoria Walsh,
Abner B. Holley,	Helen B. Hunter,	Sarah F. Buckelew,
John S. Spragg,	Frances E. Feeks,	Caroline A. Moss,
Josephine M. Rogers,	Emma Fitch,	Mary A. Ladd,
Sarah A. Acheson,	Rosa Famariss,	Kate A. Wilson,
Julia St. John,	Jane Fulton,	Emma Husted,
artha A. Smith,	Emeline B. Johnston.	Isabella Castell,
Louise D'Orsay,	Sigismund Schuster, Dr'g	Sarah Adams,
Elizabeth A. Martin,	Samuel Sturgeon, Janitor.	Louisa D. Sartor,
Archibald Erskine.		Fanny E. Robjohn,
		Mariana W. Clark,
		Fannie Merritt.
		Maria F. Whittemore,
		Mary M. Steel,
		Mary A. Compton,
		Mary Jackson,
		Mary A. Haines,
		Emily B. Elwell.

SCHOOL No. 50.

Twentieth Street, between Second and Third Avenues—Eighteenth Ward.

GIRLS' DEPARTMENT.

Margaretta L. Marston,
Letitia Mathews,
Mary A. Mathews,
Ellen Hoyt,
Catharine J. Decker,
Caroline B. Cornell,
Adeline W. Farless,
Martha Miller,
Margaret Magilton,
Annie Kelly,
Sarah C. Haviland,
Isabella Barr,
Sarah E. Stainburn.

PRIMARY DEPARTMENT.

Susan Wright,
Mary Talbert,
Kate Kennelieu,
Mary J. Moran,
Mary A. Crothers,
Lottie Halstead,
Mary J. Chrystie,
Lavinia Purdy,
Kate E. Hartt,
Theresa Hicks,
Annie Fisher,
Sarah E. Crouchly.
George H. Curtis. Music
Cecilia Deville, French.
Annie Tooker, Drawing.
W. S. McLaurin, Penmanship.
Samuel M. Bloomer, Janitor.
Ellen Whalen, Janitress.

SCHOOL No. 51.

Fourty-fourth St., bet. Tenth and Eleventh Avs.—Twenty-second Ward.

BOYS' DEPARTMENT.

Not organized.

GIRLS' DEPARTMENT.

Not organized.

PRIMARY DEPARTMENT.

Hannah J. Moakler,
Margaret Walsh,
Henrietta Egbert,
Margaret A. Fox,
Mary E. Kelly,
Eliza Sisk,
Amelia Craft,
Lydia Conover,
Mary A. Comaskey,
Feliciana L. Connor,
Amelia Carey,
Hollen E. Elliott,
Mary E. Pagendown,
Maria Robinson.
Michael Riley, Janitor.

SCHOOL No. 52.

Corner of Kingsbridge Road and 206th Street—Twelfth Ward.

BOYS' DEPARTMENT.

Gillespie Miller,
Margaret J. Parr,
Amelia De Lancey.
Edward C. Riley, Music.
Peter Blot, French.
Isaac Vermilye, Janitor.

PRIMARY SCHOOLS.

PRIMARY SCHOOL, No. 1.

Ludlow Street—Tenth Ward.

BOYS' DEPARTMENT.

Susan M. Drinker,
Margaret McCaffrey,
Bridget M. Harrison,
Mary J. Taylor,
Mary A. Meeks,
Mary A. Puels,
Mary Vandewater,
Emeline Hook,
Eliz. A. McKeachnie,
Catherine Kimber,

GIRLS' DEPARTMENT.

Mary J. King,
Mary V. Stevens,
Margaret T. Johnston,
Mary G. King,
Adelaide Brown,
Kate T. Clark,
Isabella V. Vancott.

John M. Van Deuzer, Janitor.

No. 2.

103 *Bayard Street—Sixth Ward.*

BOYS' DEPARTMENT.

Sarah A. Foster,
Jane McInroy,
Mary E. G. Fierty,
Margaret A. Riley

GIRLS' DEPARTMENT.

Anna Mahony,
Lucy E. McDaniels,
Cath. H. M. Mulrooney,
Mary Lawler,
Ellen McGuire.

Eliza Hennessey, Janitress.

No. 3.

Cannon Street, between Rivington and Stanton Streets—Eleventh Ward.

Phebe A. Walters,	Rose A. Murray,	Margaret K. Cook,
Joanna E. Messenger,	Alice L. Donahue,	Rosalie C. Southworth.
Annie Slote,	Hannah A. Phillips,	Mary Reminger, Janitress.

No. 4.

Closed.

No. 5.

Fourth Street, near Avenue C.—Eleventh Ward.

Helen J. Nicholson,	Sarah Giberson,	Mary Burrows,
Henrietta Fisk,	Annie Curtis,	Mary F. Flanagan,
Julia C. Flanagan,	Sophia Little,	Anna Bunce,
Caroline V. Yergerson,	Susan Grummy,	Joanna Randall.
Sarah Ryno,	Jane Alexander,	
Eleanor M. Magee,	Caroline Garvie,	Mrs. Lucinda Sammis, Jn's.

No. 6.

61 *Thompson Street—Eighth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
Isabella Veitch,	Christina L. Dugan,
Sarah Smith,	Emma C. Smith,
Annie S. Dibben,	Anna Mitchell,
Martha W. Terry,	Ann Carlisle,
Juliet Pearson.	Angelean Willett.

Winifred Ruddy, Janitress.

No. 7.

164 *West Tenth Street, near Washington—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
Hester Dorsett,	Elizabeth E. Mead,
Isabella Young,	Phebe A. Birdsall,
Jane B. McIndoe,	Cornelia Sleight,
Lavinia Hopper.	Joanna Emmons.

Ellen Kennedy, Janitress.

No. 8.

Mott Street, near Canal Street—Sixth Ward.

Anna C. McHugh,
Kate A. McHugh,
Lucy L. Dawson,
Sophia D. Hunter,
Eva Hastings,
Elizabeth Wagner,
Anne Hart, Janitress.
Ophelia Whiteford,
Elizabeth McHugh,
Madeline Scherdin.

No. 9.

36 *Stanton Street, near Chrystie Street—Seventeenth Ward.*

Kate A. Rogers,
Matilda Hoogland,
Mary A. Smith,
Ellen McLean.
Thomas C. Fisher, Janitor.

No. 10.

Cannon Street, near Broome Street—Thirteenth Ward.

Ernestina F. Moll,
Sarah A. Montague,
Lucretia A. Tooker,
Elizabeth A. Wilson,
Mary J. Kinnin, Janitress.
Eliza A. Maher,
Mary E. Willis.

No. 11.

461 *Greenwich Street—Fifth Ward.*

Phebe A. Hope,
Elizabeth B. Wright,
Clementina Palmer,
Jane A. Tuthill,
Mary Sherwood,
Matilda Vesey,
Robert M. Strachan, Jan'r.
Elizabeth McDonough,
Jane Adair,
M. Bensel, (floating).

No. 12.

Basement of Church, 114 *West Twentieth Street—Sixteenth Ward.*

Olley Pack,
Agnes Emory Gilbert,
Mary Johnson,
Mary McGregor,
Mary Reid, Janitress.
Kate A. Gregg,
Jane Ure.

No. 13.

Downing Street, near Bleecker Street—Ninth Ward.

Maria Louise Roome,
Sarah R. M. Lake,
Margaret Patterson,
Maria E. Combs,
M. Louise Wright,
Sarah C. Carpenter,
Mary E. McKee,
Anna McCoy.
Char. Butterworth, Jan'ts

No. 14.

98 *West Seventeenth Street—Sixteenth Ward.*

GIRLS' DEPARTMENT.	BOYS' DEPARTMENT.
H. A. McCormick,	Lucretia E. McGuire,
Emily Meredith,	Sarah L. Moore,
Ellen Walsh,	C. A. Schureman,
Winifred Connolly.	Mary D. Armstrong.

Maria Kennedy, Janitress.

No. 15.

3 *Stone Street—First Ward.*

Caroline S. Whitlock,	Jane E. Warts,	Helen L. Snow,
Georgiana R. Finley,	Sarah E. Hoffmire,	Josephine M. Spilker.

Mary Joyce, Janitress.

No. 16.

Seventeenth Street, between First and Second Avs.—Eighteenth Ward.

Julia Lispenard,	Mary J. Johnson,	Susan Cloherty,
Eleanor E. Saylar,	Lydia Moulton,	Emma Miller.

Thos. J. Darling, Janitor.

No. 17.

Cor. of Eighth Avenue and Forty-third Street—Twenty-second Ward.

Francis M. Finch,	Adaline Wunenberg,	Susan Odell.
Olive C. Smith,	Catharine Durkin,	
Phebe A. Ackerman.	Louisa J. Orrell,	Mrs. Blackhurst, Janitress.

No. 18.

189 *Waverley Place, near Bank Street—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
Catharine A. Taft,	Jane Walker,
Eleanor A. McGrath,	Kate Radan,
Isabella Williams.	Helen Erlacher.

Mary Sands, Janitress.

No. 19.

223 *West Eighteenth Street—Sixteenth Ward.*

C. F. R Crowell, C. Cecilia Cary, Mary C. Lewis,
Maria F. Peirce, Eliza G. Connor, Mary A. Curry.
Charlotte Gillenland, Janitress.

No. 20.

Broome Street, between Suffolk and Clinton Streets—Thirteenth Ward.

Mary Holbrook, Mary J. Smith, Lizetta J. Shurlock,
Vacancy, Juliet B. De Long, Eleanor L. McDermott.
Mary E. Northrip, Mary A. Tremper, Charles Stites, Janitor.

No. 21.

Rivington Street, near Goerck—Thirteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
Sarah J. Hatfield,	Sarah A. Fowler,
Caroline G. Haff,	Fanny L. Requa,
Helen C. Duffy,	Mary E. Rhoades,
Angelina Mosher.	Mary J. Boyle.

Bridget Waldron, Janitress.

No. 22.

42 *First Street, between First and Second Avenues—Seventeenth Ward.*

Emily E. Cornell, Elizabeth Jones, Sara Reins.
Hariet A. Donaldson, Mary H. Buckbee,
Corn. W. Brinckerhoff, Margaret A. Gannon, Joseph Kellogg, Janitor.

No. 23.

Eleventh Street, between Third and Fourth Avenues—Seventeenth Ward.

Margaret Chirney, Rachel Hickok, Teresa Dunne.
Eliza R. Goodenough, Emma A. Knapp, Moses D. Benjamin, Jan'r

No. 24.

Horatio Street, bet. Eighth Avenue and Hudson Street—Ninth Ward.

Mary Waterbury,
Anastasia H. Wixon,
Elizabeth S. Wandell,
Eliza J. Swinson,
Frances A. Megary,
Adelaide D. Boyce,
Charlotte E. Gamble,
Emily Browne,
Mary E. Bucklin,
Antoinette Barrett.

Mary Hunt, Janitress.

No. 25.

545 *Greenwich Street—Eighth Ward.*

BOYS' DEPARTMENT.

Mary E. Renville,
Mary F. Gurnee,
Susan A. Birmingham,
Susan P. West,
Eliza Mullen, Sp. Teacher.

GIRLS' DEPARTMENT.

Margaret J. Downs,
Ellen Smith,
Jane G. Hill,
Jeannette Jollie.
Eliza Allen, Janitress.

No. 26.

Eighty-fourth Street, bet. Fourth and Fifth Avenues—Nineteenth Ward.

Annie E. Geary,
Margaret F. McIntyre,
W. M. Bonesteel,
Georgiany C. Geary.

Mrs. Barry, Janitress.

No. 27.

Thirty-seventh Street, near Tenth Avenue—Twentieth Ward.

Anna M. Dunn,
Amanda M. House,
Eliza J. Beatty,
Mary M. Holmes,
Mary W. McKusker,
Elizabeth Lawrence,
Sarah Young,
Fanny C. Vinton,
C. Frederika Miller,
Nancy Mott,
M. Jennie Updyke,
Kate L. Sims,
Mary E. Green,
Jennie Mastin.
Samuel C. Haight, Janitor.

No. 28.

Mission Chapel, Twentieth Street, between First and Second Avenues—Eighteenth Ward.

Mary B. Cooley,
Almira L. Knapp,
Harriet A. E. Youngs,
Jennie McFarland,
Annie M Reynolds,
Jennie A. Cole,
Mary J. Farmer.

Henry C. Velvan, Janitor.

No. 29.

Nineteenth Street, bet. First Avenue and Avenue A—Eighteenth Ward.

Jane M. Yates,
Sarah A. Bodine,
Eliza A. Anderson,
Sarah A. Cole,
Jane A. Garthwaite,
Margaret C. Bergen,
Harriet J. Brown,
Irene Winchell,
Mary E. Sudlow,
Catharine Kerr,
Anna Birdsall,
Isabella E. Disbrow,
Florence D'Orsay.

Jonathan Whitaker, Jan'r.

No. 30.

Ward's Island—Twelfth Ward.

Susan F. R. Jackson,

Mary Gildersleeve.

No. 31.

276 *Second Street, near Avenue C—Eleventh Ward.*

Ellen F. Holly,
Anna W. Birdsall,
Kate T. Moriarty,
Belinda Williamson,
Julia J. Pethick,
Hester J. Husted,
Julia P. Orton.

Mary Donegan, Janitress.

No. 32.

Fort Washington—Twelfth Ward.

Charlotte M. Shafford,
Henrietta M. C. Lennon,
Fannie E. Burke,
Fanny E. Tone.
Edward C. Riley, Music.
Mrs. O. Blemis, Janitress.

No. 33.

62 *Varick Street—Fifth Ward.*

Frances A. Comstock,
Mary S. Case,
Josephine L. Hope,
Hannah J. Taylor.
Elizabeth T. Macrink, Janitress.

No. 34.

John Street, between Nassau and William Streets—Second Ward.

Oliver D. Messler, Emily T. Wharam, David Wyatt, Janitor.
Mary E. Butler, Mary Hilt.

No. 35.

Sixty-seventh St., bet. Broadway and Tenth Av.—Twenty-Second Ward.

Sarah Young, Sophia M. Adler, Sarah A. Fisk.
Mrs Eliza Daly, Janitress.

COLORED SCHOOLS.

No. 1.

135 *Mulberry Street—Fourteenth Ward.*

BOYS' DEPARTMENT.

John Peterson,
Peter S. Ewell,
Peter H. Loveridge,
Wright Seaman.

GIRLS' DEPARTMENT.

Eliza Gwynne.
Mary A. Griffin,
Mary F. Allen,
Rhoda Ledgers,
Catharine A. Thompson.
George W. Pettit, Music.
Jane Tredwell, Janitress.

No. 2.

51 *and* 53 *Laurens Street, near Broome—Eighth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Ransom F. Wake,	Fanny Tompkins,	Sarah Ennalls,
John R. Porter,	Caroline Hamilton,	Catharine Harley,
Emily Thomas.	Helen M. Clow,	Elizabeth Spencer,
	Ritta E. Johnson.	Angeline Dawley.
		Samuel Waldron, Music.
		Caroline Lappe, Janitress.

No. 4.

120*th Street, between Third and Fourth Avenues—Twelfth Ward.*

Caroline W. Groves.

No. 5.

101 *Hudson Street, corner Franklin—Fifth Ward.*

Eliza D. Richards,	Elizabeth Jinnings,	Sarah A. H. Douglass.
	Gertrude Carter, Janitress.	

No. 6.

1167 *Broadway—Twentieth Ward.*

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
Charles L. Reason.	Helen Appo,
	Mary H. Anderson.

COLORED PRIMARY SCHOOLS.

No. 1.

Fifteenth Street, near Seventh Avenue—Sixteenth Ward.

Charlotte S. Smith, Adeline Ogden, Samuel Waldron, Music.
Mary E. Williams, Serena Rock. Cath. Barrager, Janitress.

No. 2.

Rear of German Church, Second St., near Avenue C—Eleventh Ward,

Mary E. Robbins, Ellen L. Treadwell. E. L. Treadwell, Janitress.

No. 3.

Rear of German Church, Second St., near Avenue C—Eleventh Ward.

George H. Greene, Albert J. Ewell. Albert J. Ewell, Janitor.

Schedule No. 3.

Showing the Length of Time each School has been kept open, and the Average Attendance, and the Whole Number taught, in the Several Schools, as appears from the Annual Returns for the Year ending December 31st, 1860.

Ward Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
School No. 1.				
Boys' Department,	340	117.	315	Fourth Ward, 245 William street, near Duane.
Girls' do.	340	84.	224	
Primary do.	442	235.	788	
School No. 2.				
Boys' Department,	444	284.	565	Seventh Ward, 116 Henry st., near Pike.
Girls' do.	444	208.	493	
Primary do.	445	492.	1332	
School No. 3.				
Boys' Department,	442	291.	728	Ninth Ward, cor. of Hudson and Grove streets.
Girls' do.	439	286.	614	
Primary do.	439	427.	1119	
School No. 4.				
Boys' Department.	427	192.	449	Thirteenth Ward, 203 Rivington street, near Ridge.
Girls' do.	427	208.	510	
Primary do.	427	608.	2028	
School No. 5.				
Boys' Department,	440	107.	381	Fourteenth Ward, 222 Mott street.
Girls' do.	428	90	213	
Primary do.	428	326.	943	
School No. 6.				
Boys' and Girls' Department,	446	205.	608	Twelfth Ward, on Randall's Island.
Primary do.	442	365.	985	
School No. 7.				
Boys' Department,	442	241.	542	Tenth Ward, 60 Chrystie st., near Hester.
Girls' do.	443	162.	509	
Primary do.	442	511.	1277	
School No. 8.				
Boys' Department,	436	129.	322	Eighth Ward, 66 Grand st, near Wooster.
Girls' do.	436	129.	270	
Primary do.	427	347.	1017	
School No. 9.				
Boys' Department,	443	112.	267	Twenty-second Ward, corner 82d street and 11th avenue.
Girls' do.	443	81.	211	
School No. 10.				
Boys' Department,	449	130.	339	Fifteenth Ward, 180 Wooster street, near Bleecker.
Girls' do.	448	125.	333	
Primary do.	449	425.	1494	
School No. 11.				
Boys' Department,	440	405.	857	Sixteenth Ward, 17th street, near 8th avenue.
Girls' do.	439	322.	676	
Primary do.	440	823.	1811	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
School No. 12.				
Boys' Department,	445	172.	436	Seventh Ward, 371 Madison street, near Jackson.
Girls' do.	446	136.	333	
Primary do.	445	458.	1155	
School No. 13.				
Boys' Department,	442	189.	517	Seventeenth Ward, 298 Houston street, near Essex.
Girls' do.	441	188.	405	
Primary do.	442	704.	1887	
School No. 14.				
Boys' Department,	449	235.	501	Twenty-first Ward, 27th st., near 2d avenue.
Girls' do.	448	175.	400	
Primary do.	447	637.	1550	
School No. 15.				
Boys' Department,	446	287.	638	Eleventh Ward, 289 Fifth st., between avs. C. and D.
Girls' do.	446	258.	535	
Primary do.	448	613.	1602	
School No. 16.				
Boys' Department,	448	166.	420	Ninth Ward, 13th street, near 7th avenue.
Girls' do.	448	165.	460	
Primary do	446	312.	765	
School No. 17.				
Boys' Department,	437	301.	653	Twenty-second Ward, 47th st., bet. 8th and 9th avs.
Girls' do.	437	238.	577	
Primary do.	440	710.	2371	
School No. 18.				
Boys' Department,	444	222.	603	Nineteenth Ward, 51st street and Lexington avenue.
Girls' do.	444	172.	496	
Primary do.	440	549.	1690	
School No. 19.				
Boys' Department,	444	240.	728	Seventeenth Ward, 9th street, cor. 1st avenue.
Girls' do.	444	222.	549	
Primary do.	446	829.	3160	
School No. 20.				
Boys' Department,	437	323.	828	Tenth Ward, Chrystie street, near Delancey
Girls' do.	440	226.	663	
Primary do.	431	679.	1813	
School No. 21.				
Boys' Department,	440	154.	406	Fourteenth Ward, Marion st., near Prince.
Girls' do.	440	106.	359	
Primary do.	442	464.	1057	
School No. 22.				
Boys' Department,	447	211.	513	Eleventh Ward, Stanton st., corner Sheriff.
Girls' do.	445	208.	465	
Primary do.	447	209.	1220	
School No. 23.				
Boys' Department,	452	137.	401	Sixth Ward, 26 & 28 City Hall place.
Girls' do.	448	133.	337	
Primary do.	448	391.	1271	
School No. 24.				
Boys' Department,	551	129.	382	Sixth Ward, Elm street, near Leonard.
Girls' do.	450	139.	337	
Primary do.	449	371.	993	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
School No. 25				
Girls' Department.	438	261.	1161	Fourth Ward, 13 Oak street.
School No. 26.				
Boys' Department,	392	88.	310	Fourth Ward, Friends' Meeting House, Rose street, near Pearl.
Girls' do.	392	87.	270	
Primary do.	442	252.	927	
School No. 27.				
Boys' and Girls' Department.	438	301.	1036	Fourth Ward, 74 Oliver st.
School No. 28.				
Boys' Department,	442	193.	463	Twenty-second Ward, 40th st., near 8th avenue.
Girls' do.	442	177.	551	
Primary do.	428	448.	1940	
School No. 29.				
Boys' Department,	442	188.	361	First Ward, 97 Greenwich street.
Girls' do.	444	141.	265	
Primary do.	436	697.	925	
School No. 30.				
Boys' Department,	442	136.	326	Fourteenth Ward, Baxter st., near Grand.
Girls' do.	440	119.	283	
Primary do.	441	365.	908	
School No. 31.				
Boys' Department,	446	249.	659	Seventh Ward, Monroe street, near Montgomery.
Girls' do	446	251.	731	
Primary do.	446	357.	1187	
School No. 32.				
Boys' Department,	446	345.	716	Twentieth Ward, 36th street, near 9th avenue
Primary do.	446	631.	906	
School No. 33.				
Girls' Department,	446	339	787	Twentieth Ward, 28th street, bet. 8th and 9th avs.
Primary do.	446	907.	2246	
School No. 34.				
Boys' Department,	443	202.	444	Thirteenth Ward, Broome st., bet. Sheriff & Willet sts.
Girls' do.	443	182.	418	
Primary do.	443	419.	946	
School No. 35				
Boys' Department,	447	387.	828	Fifteenth Ward, 13th street, near 6th avenue.
Primary do.	447	249.	727	
School No. 36.				
Boys' Department,	446	225.	947	Eleventh Ward, 9th street, near avenue C.
Girls' do.	447	214	802	
Primary do.	447	692.	2373	
School No. 37.				
Boys' Department,	442	168	378	Twelfth Ward, 87th street, near 4th avenue.
Girls' do.	450	155.	355	
Primary do.	450	324.	1108	
School No. 38.				
Boys' Department,	444	281.	559	Eighth Ward, Clarke street, near Broome.
Girls' do.	443	246.	560	
Primary do.	443	607.	1650	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
School No. 39.				
Boys' Department,	445	115.	297	Twelfth Ward, 125th street, bet. 2d and 3d avs.
Girls' do.	445	109.	258	
Primary do.	446	316.	894	
School No. 40.				
Boys' Department,	438	522.	1130	Eighteenth Ward, 20th street, bet. 1st and 2d avs.
Primary do.	426	438.	1198	
School No. 41.				
Boys' Department,	448	275.	682	Ninth Ward, Greenwich av., op. Charles street.
Girls' do.	448	207.	500	
Primary do.	448	495.	1246	
School No. 42.				
Boys' Department,	319	270.	682	Tenth Ward, Allen street, bet. Walker and Hester.
Girls' do.	319	215.	526	
Primary do.	319	709.	1877	
School No. 43.				
Boys' Department,	440	107.	261	Twelfth Ward, 129th street, near 10th avenue.
Girls' do.	440	127.	334	
School No. 44.				
Boys' Department,	434	363.	823	Fifth Ward, cor. North Moore and Varick sts.
Girls' do.	436	823.	743	
Primary do.	435	594.	1488	
School No. 45.				
Boys' Department,	423	486.	886	Sixteenth Ward, 24th street, bet. 7th and 8th avs.
Girls' do.	423	433.	891	
Primary do.	422	808.	1788	
School No. 46.				
Boys' Department,	322	99.	165	Twelfth Ward, 156th street, bet. 9th and 10th avs.
Girls' do.	322	77	158	
School No. 47.				
Girls' Dep't (senior),	410	245.	416	Fifteenth Ward, 12th st., bet. Broadway & University pl.
Girls' do. (junior).	409	366.	586	
Primary Departm't.	412	473	1086	
School No. 48.				
Boys' Department,	436	308.	648	Twentieth Ward, 28th street, bet. 6th and 7th avs.
Girls' do.	436	276.	723	
Primary do.	416	809.	2348	
School No. 49.				
Boys' Department,	450	290.	820	Twenty-first Ward, 37th st., bet. 2d and 3d avs.
Girls' do.	450	230	586	
Primary do.	450	826.	2557	
School No. 50.				
Girls' Department,	434	408.	959	Eighteenth Ward, 20th street, bet. 2d and 3d avs.
Primary do.	436	517.	1590	
School No. 51.				
Primary Departm't,	434	662.	1438	Twenty-second Ward, 44th street, bet. 10th & 11th avs.
School No. 52.				
Boys' Department,	442	76.	201	Twelfth Ward, 226th street, near Tubby Hook.
Total.....	....	44,227.	115,029	

PRIMARY SCHOOLS.

Primary Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
Primary School No. 1,				
Boys' Department,	442	253.	960	Tenth Ward, Ludlow street, near Delancey.
Girls' do.	444	250.	734	
Primary School No. 2,				
Boys' Department,	450	174.	504	Sixth Ward, 101 Bayard st., near Baxter.
Girls' do.	450	188.	467	
Primary School No. 3,	447	851.	914	Eleventh Ward, 100 Cannon street, near Stanton.
.. .. 5,	448	692.	1818	Eleventh Ward, 4th street, near avenue C.
.. .. 6,				
Boys' Department, Girls' do.	482	258.	697	Eighth Ward, 61 Thompson street.
Primary School No. 7,				
Boys' Department,	448	160.	413	Ninth Ward, 174 Amos street.
Girls' do.	448	151.	545	
Primary School No. 8,	448	445.	1455	Sixth Ward, Mott street, near Canal.
.. .. 9,	486	186.	701	Seventeenth Ward, 36 Stanton street, near Chrystie.
.. .. 10,	443	225.	685	Thirteenth Ward, Cannon st., near Broome.
.. .. 11,	442	336.	866	Fifth Ward, 461 Greenwich street.
.. .. 12,	444	170.	544	Sixteenth Ward, 20th street, near 7th avenue.
.. .. 13,	448.	329.	756	Ninth Ward, Downing street, near Bleecker.
.. .. 14,				
Boys' Department, Girls' do.	merge	d in N	o. 19.	Sixteenth Ward, 98 W. 17th street.
Primary School No. 15,	442	171.	382	First Ward, 3 Stone street.
.. .. 16,	435	172.	538	Eighteenth Ward, 25th street, bet. 4th and Madison avs.
.. .. 17,	442	266.	733	Twenty-second Ward, corner 8th av. and 43d street.
.. .. 18,				
Boys' Department, Girls' do.	448	148.	362	Ninth Ward, Waverley place, near Bank street.
Primary School No. 19,	427	356.	953	Sixteenth Ward, 223 W. 18th street.
.. .. 20,	440	428.	1394	Thirteenth Ward, 147 Clinton street.
.. .. 21,				
Boys' Department,	444	112.	298	Thirteenth Ward, Rivington street, near Goerck.
Girls' do.	444	119.	332	

Primary Schools.	Number of Sessions.	Average Attendance.	Whole Number taught.	Location of Schools.
Primary School No. 22,	438	339.	1313	Seventeenth Ward, 1st street, bet. 1st and 2d avs.
.. .. 23,	442	204.	528	Seventeenth Ward, 11th st, bet. 3d and 4th avs.
.. .. 24,	449	401.	1378	Ninth Ward, Horatio street, near Hudson.
.. .. 25,				
Boys' Department,	443	141.	426	Eighth Ward, 545 Greenwich street.
Girls' do.	443	188.	390	
Primary School No. 26,	445	183.	642	Nineteenth Ward, 84th street, near 4th avenue.
.. .. 27,	446	529.	1560	Twentieth Ward, 37th street, near 10th avenue.
.. .. 28,	440	226.	629	Eighteenth Ward, corner 23d street and 2d avenue.
.. .. 29,	435	545.	1355	Eighteenth Ward, 19th street, bet. 1st av. and avenue A.
.. .. 30,	452	41.	155	Twelfth Ward, Ward's Island.
.. .. 31,	447	271.	409	Eleventh Ward, near avenue C.
.. .. 32,	435	115.	230	Twelfth Ward, 186th street, near 11th avenue.
.. .. 33,	442	201.	698	Fifth Ward, 62 Varick street.
.. .. 34,	446	120.	408	Second Ward, M. E. Church, John street.
.. .. 35,	444	134.	382	Twenty-second Ward, 67th st., bet. Broadway and 10th av.
.. .. 36.	302	219.	685	Nineteenth Ward, E. 41st st., bet. Lexington and 3d avs.
.. .. 37,	186	97.	225	Third Ward, 40 Robinson street.
Total.....	....	9,944	28,464	

COLORED SCHOOLS.

Schools.	Sessions.	Average.	Whole Number.	Location of Schools.
Colored School No. 1				
Boys' Department,	440	118.	271	Fourteenth Wd, 135 Mulberry st., bet. Grand and Hester.
Girls' do.	440	90.	296	
Colored School No. 2,				
Boys' Department,	444	53.	135	Eighth Ward, 51 & 53 Laurens st., near Broome.
Girls' do.	442	70.	143	
Primary do.	444	121.	335	
Colored School No. 4,	442	42.	105	Twelfth Ward, 120th street, near 4th Avenue.
.. .. 5,	442	86.	224	Fifth Ward, 101 Hudson street.
.. .. 6,	446	88.	277	Twentieth Ward, 1167 Broadw'y.
.. .. 7,	447	106.	315	Sixteenth Ward, 98 W. 17th street.
		774.	2,101	
Col. Primary School No. 1.	(See Col. W. S. No. 7.)			Sixteenth Ward, 15th street, near 7th avenue.
Col. Primary School No. 2.	446	56.	130	Eleventh Ward, Second st., near avenue C.
Col. Primary School No. 3.	446	49.	146	Eleventh Ward, Second st., near avenue C.
Total.....	....	879.	2,377	

RECAPITULATION

Of the Average Attendance and Whole Number taught, by Wards, for the Year ending December 31st, 1860.

	Average.	Whole No.		Average.	Whole No.
First Ward.....	1,197	1,933	Thirteenth Ward....	2,690	7,502
Second Ward.....	120	408	Fourteenth Ward....	2,075	5,443
Third Ward.....	97	225	Fifteenth Ward.....	2,400	5,809
Fourth Ward.....	1,425	5,031	Sixteenth Ward.....	3,909	8,721
Fifth Ward.....	1,903	4,842	Seventeenth Ward...	3,101	9,288
Sixth Ward.....	2,107	6,147	Eighteenth Ward....	2,828	7,399
Seventh Ward.. ...	2,557	6,891	Nineteenth Ward....	1,345	4,116
Eighth Ward.....	2.520	6,504	Twentieth Ward.....	4,232	10,211
Ninth Ward.....	3,813	9,983	Twenty-first Ward...	2,393	6,414
Tenth Ward.....	3,939	10,411	Twenty-second Ward.	3,322	9,586
Eleventh Ward.....	4,636	12,512			
Twelfth Ward.....	2,441	6,492	Total.....	55,050	145,870

CORPORATE SCHOOLS.

Schools.	Sessions.	Average.	Whole Number.
New-York Orphan Asylum:			
Boys' Department	504	52.	67
Girls' do.	511	52.	60
Primary do.	506	38.	44
Roman Catholic Orphan Asylum:			
Boys' Department	492	431.	514
Girls' do.	500	325.	390
Protestant Half Orphan Asylum	568	273.	347
House of Refuge:			
Boys' Department	512	525.	780
Girls' do.	512	94.	211
Leake and Watts Orphan House:			
Boys' Department	487	77.	97
Girls' do.	499	45.	54
Colored Orphan Asylum	559	192.	251
American Female Guardian Society	520	63.	262
Home Industrial School:			
Boys' Department	572	87.	421
Girls' do.	514	111.	360
New-York Juvenile Asylum	569	483.	828
House of Reception of do.	558	122.	962
Ladies' Home Missionary Society:			
Boys' and Girls' Department	504	102.	330
Primary do.	504	131.	375
Five Points House of Industry	500	252.	815
Total	....	3,455.	7,168

AVERAGE ATTENDANCE AND WHOLE NUMBER TAUGHT IN DETAIL FOR 1860.

Schools.	Average.	Whole Number.
Ward Schools—Boys' Grammar Departments	10,302	24,980
" Girls' " "	9,545	23,868
" Primary " "	24,380	66,181
Primary Schools	9,944	28,464
Colored Schools	879	2,377
Corporate Schools	3,455	7,168
Total	58,505	153,038

RECAPITULATION

Of the Average Attendance and Whole Number Taught for the year ending December 31st, 1860.

Schools.	Average Attendance.	Whole Number.
Grammar Schools and Primary Departments	44,227	115,029
Primary Schools	9,944	28,464
Colored Schools	879	2,377
Total Ward Schools	55,050	145,870
New-York Orphan Asylum	142	171
Roman Catholic Orphan Asylum	756	904
Protestant Half Orphan Asylum	278	347
House of Refuge	619	991
Leake and Watts Orphan House	122	151
Colored Orphan Asylum	192	251
American Female Guardian Society	63	262
Home Industrial School	198	781
New-York Juvenile Asylum	483	828
House of Reception of "	122	962
Ladies' Home Missionary Society	233	705
Five Points House of Industry	252	815
Total	58,505	153,038

CORPORATE SCHOOLS.

Name.	Average Attendance.	Amount Apportioned.
New-York Orphan Asylum	161	$1,413 35
Roman Catholic Orphan Asylum	751	6,592 71
Protestant Half Orphan Asylum	255	2,238 54
House of Refuge	591	5,188 13
Leake and Watts Orphan House	152	1,334 34
Colored Orphan Asylum	217	1,904 95
American Female Guardian Society	83	728 62
Home Industrial School	200	1,755 71
New-York Juvenile Asylum	416	3,651 89
House of Reception of "	104	912 97
Ladies' Home Mission Society	242	2,124 41
Five Points House of Industry	245	2,150 75

Schedule No. 4.

Revenues and Expenditures of the Free Academy, Normal Schools, and Evening Schools, from the 31st day of December, 1859, to the 31st day of December, 1860.

FREE ACADEMY.

Appropriated by the Board of Education		$48,000 00
Paid for salaries	$41,556 47	
" instruments and apparatus	23 25	
" printing	928 10	
" lighting the building	146 00	
" cleaning	45 13	
" fuel	655 93	
" binding books	26 35	
" expenses of Commencement	520 50	
" " " Exhibition	243 25	
" supplies	41 00	
" " through Depository	3,382 71	
" incidentals	624 09	
		48,192 78
Overdraft		$192 78

ON ACCOUNT OF REPAIRS.

Appropriated by the Board of Education	$2,000 00
Paid for repairs	752 97
Balance	$1,247 03

LIBRARY ACCOUNT.

Balance on hand January 1st, 1860	$50 50	
Received from State Treasurer, share of Literature Fund	1,179 59	
		$1,230 09
Paid for Library books		968 49
Balance		$261 60

RECAPITULATION.

Receipts.

Balance to credit of library	$50 50	
Appropriation for salaries, &c	48,000 00	
" " repairs	2,000 00	
Literature Fund (from State Treasurer)	1,179 59	
		$51,230 09

EXPENDITURES.

On account of salaries, &c	$48,192 78	
" repairs	752 97	
" library	968 49	
		49,914 24

NORMAL SCHOOLS.

Appropriated by the Board of Education		15,000 00
Paid for salaries	$6,296 67	
" supplies through Depository	1,428 50	
" furniture	255 50	
" printing	45 25	
" expenses of Commencement	754 02	
" repairs	157 05	
" incidentals	515 82	
		9,452 81
Balance		$5,547 19

EVENING SCHOOLS.

Appropriated by the Board of Education		65,000 00
Paid for salaries	$54,535 70	
" gas fitting	498 82	
" gas	8,986 49	
" furniture	170 00	
" printing	1,481 90	
" supplies	281 18	
" " through Depository	5,939 91	
" repairs	475 98	
" incidentals	942 04	
		73,312 02
Overdraft		$8,312 02

Schedule No. 5.

Showing the Expenses incurred for Teachers' Salaries, Books and Stationery, Fuel, &c., in the Ward Schools of each Ward, and the Value of Supplies from the Depository, and Repairs by the Shop, for the year ending December 31st, 1860.

Schools.	Teachers' Salaries.	Janitors' Wages.	Repairs.	Repairs by Shop.	Furnit're.	Fuel.	Gas.	Supplies.	Supplies from Depository.	Cleaning.	Printing and Advertis'g	*Miscellaneous.	Total for 12 Months.
1st Ward..	$17.365 96	$960 00	$2,510 34	.....	$119 74	$683 03	.....	$209 68	$1,531 95	$271 50	$110 00	$75 00	$23,837 20
2d " ..	1,290 13	212 43	195 32	.....	.....	88 44	$83 50	.....	137 52	.....	49 25	28 50	2,085 09
3d " ..	638 82	72 92	45 40	$15 22	49 00	34 26	.....	.....	341 73	.....	51 50	49 95	1,298 30
4th " ..	27,215 25	1.299 87	702 87	91 03	1 75	412 41	28 75	12 95	1,598 23	25 00	301 93	90 88	31.780 92
5th " ..	21,606 84	1,125 09	1.998 34	8 90	128 88	1,153 39	101 51	101 42	2,141 38	323 50	218 80	.....	28,908 05
6th " ..	33,472 65	1,950 11	1,311 77	540 16	117 00	1,238 28	.....	44 58	2,294 15	117 00	70 00	.....	41,155 70
7th " ..	30,469 85	1,387 50	2.040 87	66 18	68 00	2,070 80	.....	54 76	2,616 52	405 75	314 05	121 25	39,615 53
8th " ..	33,410 92	1,358 29	846 29	1,595 22	489 02	1,453 56	37 41	70 75	3,513 48	419 12	292 71	32 97	43.519 74
9th " ..	41 285 64	2.124 99	1,734 39	143 90	41 82	1.571 97	67 59	28 50	2,432 86	323 25	149 96	204 18	50.109 05
10th " ..	46,545 33	2,545 89	3,750 23	52 14	720 38	2,080 21	59 75	149 78	4,942 28	638 50	590 90	.....	62.075 39
11th " ..	47,866 41	2,512 76	2,739 32	.....	238 06	2,331 17	100 50	151 73	4,201 79	746 00	82 70	57 99	61,028 43
12th " ..	37.986 39	1,710 32	2,587 71	10 76	400 88	1,695 86	.....	15 19	3.300 10	1,119 50	121 58	80 61	49,028 90
13th " ..	33.799 53	2.167 16	3,456 74	325 99	385 12	1.903 71	78 55	68 67	2.216 27	286 00	266 55	8 26	44 962 55
14th " .	35,854 09	1.568 87	2.961 63	72 22	180 00	2,343 47	12 42	30 06	3,180 89	259 50	269 13	13 00	46,745 28
15th " ..	34,140 88	1,500 12	907 99	369 70	263 40	1,461 39	147 75	50 38	3.506 53	110 00	228 32	50 00	42,736 46
16th " ..	38,932 96	1.258 20	2,311 32	844 60	350 24	1,775 08	25 25	79 75	4,722 33	271 69	143 73	.....	50,715 15
17th " ..	26.861 59	1.954 11	1.241 47	621 56	896 85	3,356 09	59 18	61 73	4,056 50	181 38	240 56	28 50	39,559 52
18th " ..	30,793 40	2.160 40	2,350 67	55 71	191 83	1,083 96	38 00	65 13	2.796 08	187 25	233 50	15 00	39,970 88
19th " ..	14.882 46	833 37	1,336 52	694 10	128 12	934 68	7 50	18 87	1,458 64	116 50	314 45	47 00	20,772 21
20th " ..	44,535 28	2.225 08	2,601 23	.....	274 57	2,067 44	74 93	477 11	4,391 60	321 83	213 44	33 24	57.215 75
21st " ..	30,338 91	1,503 45	2,091 15	.....	180 00	1.023 44	10 25	28 02	3,650 61	219 75	110 73	11 00	39,167 31
22d " ..	40,288 20	1,950 10	2,010 11	467 67	358 99	1.391 53	48 50	4 25	4,062 94	504 24	287 75	161 25	51,535 53
Total....	$669,580 99	$34,381 03	$41,731 68	$5,975 06	$5,583 65	$32,154 17	$981 34	$1.723 31	$63,094 33	$6,847 26	$4.661 54	$1,108 58	$867.822 94

* The item "Miscellaneous" comprises payments for surveying sites for New School Buildings, drawing plans, &c., and other extraordinary expenses.

SCHEDULE

Showing the Total Value of Books and Supplies furnished from the Depository of the Board of Education for the year ending December 31st, 1860.

GRAMMAR SCHOOLS.

Number of School.	Boys' Department.	Cost per Scholar on average attendance	Girls' Department.	Cost per Scholar on average attendance	Primary Department.	Cost per Scholar on average attendance
1.....	$342 04	$2 92	$189 98	$2 26	$94 54	.40
2.....	598 08	2 53	545 30	2 62	190 08	.88
3.....	423 77	1 45	206 21	0 72	115 77	.27
4.....	315 73	1 64	225 80	1 11	231 77	.88
5.....	403 51	3 77	355 80	3 95	199 76	.51
6.....	97 95	0 48	....	..	79 97	.22
7.....	494 18	2 05	356 87	2 20	391 43	.76
8.....	318 54	2 47	326 22	2 53	135 80	53
9.....	128 24	1 14	154 15	1 90	....	..
10.....	367 81	2 82	614 00	4 91	206 75	.48
11.....	889 04	2 19	551 11	1 71	231 35	.28
12.....	354 42	2 06	158 57	1 16	141 16	.81
13.....	543 91	2 87	462 12	2 46	384 12	.54
14	718 60	3 06	589 30	3 08	401 50	.68
15.....	551 44	1 92	458 14	1 78	348 21	.57
16.....	265 12	1 60	157 05	0 95	97 21	.31
17.....	398 96	2 98	730 56	3 03	425 89	.60
18.....	488 14	2 20	306 79	1 78	334 50	.61
19.....	966 61	4 02	616 23	2 77	535 57	.65
20.....	622 84	2 54	489 52	2 16	387 80	.50
21.....	394 77	2 59	388 34	3 19	183 48	.89
22.....	427 12	2 02	373 51	1 79	226 78	.44
23.....	414 00	3 02	357 18	2 68	194 51	.50
24.....	352 59	2 73	301 21	2 17	166 18	.45
25.....	....	..	147 23	0 57	....	..
26.....	182 66	2 08	329 99	3 79	107 56	.43
27.....	....	..	204 23	0 68	....	..
28.....	452 60	2 34	568 27	3 21	201 19	.45
29.....	485 82	2 58	426 03	3 02	352 47	.50
30.....	273 28	2 01	321 49	2 70	212 51	.58
31.....	418 87	1 66	161 02	0 64	59 07	.17
32.....	691 72	2 00	....	..	300 56	.48
33.....	....	..	772 43	2 28	418 54	.46
34.....	413 93	2 05	370 27	2 03	147 61	.35
35.....	330 67	2 14	....	..	196 36	.79
36.....	346 85	1 54	463 40	2 16	194 25	.28
37.....	395 64	2 85	488 26	3 15	270 26	.88
38.....	664 94	2 36	555 67	2 26	462 23	.76
39.....	266 49	2 32	234 21	2 15	159 94	.50
40.....	959 24	1 84	....	..	243 99	.56
41.....	342 30	1 25	225 20	1 09	214 06	.43
42.....	701 96	2 60	628 59	2 92	361 61	.51
43.....	163 17	1 52	227 59	1 79	....	..
44.....	876 90	2 41	436 58	1 35	409 28	.69
45.....	1,069 73	2 20	977 40	2 26	404 88	.50
46.....	256 73	2 59	261 73	3 40	....	..
47.....	Senior Dept.....	.....	621 37	2 53	275 93	.58
	Junior "	.....	393 64	1 07	....	..
48.....	618 95	2 01	586 35	2 12	377 05	.47
49.....	853 46	2 94	755 02	3 28	382 73	.46
50.....	....	..	976 47	2 30	224 84	.43
51.....	....	..	....	..	279 11	.42
52.....	183 20	2 41	....	..	....	..
	$[illegible],017 47		$19,966 40		$11,960 16	

PRIMARY SCHOOLS.

No. of Sch.		Amount of Supplies drawn.	Cost per Scholar on ave'ge attend'e.	No. of Sch.		Amount of Supplies drawn.	Cost per Scholar on ave'ge attend'e.
1	Boys.....	$236 43	.66	21	Boys.....	$78 79	.66
	Girls... ...	121 05	.48		Girls.....	65 48	.55
2		224 18	.62	22		287 74	.85
3		176 60	.50	23		127 65	.63
				24		121 07	.30
5		292 15	.42	25	Boys.....	102 47	.72
6		277 11	1.07		Girls.....	115 13	.88
7		114 67	.37	26		140 78	.77
8		284 30	.64	27		340 40	.64
9		132 55	.71	28		87 00	.38
10		71 15	.31	29		215 24	.39
11		163 15	.48	30		6 67	.16
12		125 64	.74	31		153 76	.56
13		78 66	.24	32		149 08	1.29
				33		159 92	.79
15		267 63	1.56	34		137 52	1.15
16		89 25	.52	35		82 99	.62
17		150 98	.56	36		188 43	.86
18		70 77	.48	37		341 73	3.52
19		197 29	.56				
20		300 74	.70			$6,271 15	

EVENING SCHOOLS.

	Male.	Female.		Male.	Female.
1st Ward....	$201 08	$128 21	14th Ward....	$173 60	$101 10
4th "	29 45	18 77	15th "	209 73	60 30
5th "	226 18	....	16th "	229 84	124 35
6th "	113 65	118 45	17th "	235 33	60 69
7th "	131 03	22 19	18th "	297 88	100 20
8th "	134 25	182 62	19th "	228 35	63 61
9th "	90 34	....	20th "	151 59	74 40
10th "	130 23	45 19	21st "	250 74	57 40
11th "	681 65	130 56	22d, in G. S. 51	125 59	....
			in G. S. 17	117 21	97 85
12th, Man'ville.	65 25	....			
Yorkville.	169 32	53 09	8th, Colored..	3 91	40 21
Harlem....	37 21	26 58	16th, "	.....	103 70
13th Ward....	202 43	94 60			
				$4,235 84	$1,704 07

COLORED SCHOOLS.

No. of Sch.		Amount of Supplies drawn.	Cost per Scholar on ave'ge attend'e.	No. of Sch.		Amount of Supplies drawn.	Cost per Scholar on ave'ge attend'e.
1	Male.....	$249 08	2.11	5		$95 75	1.11
	Female.....	248 87	2.76	6		285 40	3.24
				7		275 89	2.60
2	Male.....	205 79	3.88				
	Female.....	212 68	3.04	2	Primary...	115 06	2.05
				3	do. ...	74 52	1.52
	Primary....	86 90	.72				
4		59 21	1.41			$1,909 15	

RECAPITULATION.

Grammar Schools—Male Department....	$23,017 47		
Female "	19,936 40		
Primary " ...	11,960 16		
		$54,914 03	
Primary Schools..... ...		6,271 15	
Colored "		1,909 15	
			$63,094 33
Evening Schools.....		5,939 91	
Free Academy.....		3,382 71	
Normal Schools—Female.....	$1,176 00		
Male	160 81		
Colored	91 69		
		1,428 50	
			10,751 12
School Officers			471 78
Board of Education, &c.....			2,482 48
			$76,799 66

Schedule No. 6.

Showing the amount expended for Repairs, Materials, &c., through the shop, for the year ending December 31st, 1860.

SCHOOLS.	Total per School.	Total per Ward.
3d Ward P. S. No. 37	$15 22	$15 22
4th " W. S. " 1	50 00	....
" " W. S. " 26	41 03	91 03
5th " W. S. " 44	8 90	8 90
6th " W. S. " 23	270 08	....
" " W. S. " 24	270 08	540 16
7th " W. S. " 31	66 18	66 18
8th " W. S. " 8	549 88	....
" " W. S. " 38	479 51	....
" " P. S. " 6	301 19	....
" " P. S. " 25	157 34	....
" " C. W. S. " 2	107 30	1,595 22
9th " W. S. " 3	143 90	143 90
10th " W. S. " 42	52 14	52 14
12th " W. S. " 46	10 76	10 76
13th " W. S. " 4	123 47	....
" " W. S. " 34	150 83	....
" " P. S. " 10	22 07	....
" " P. S. " 20	29 62	325 99
14th " C. W. S. " 1	72 22	72 22
15th " W. S. " 10	213 00	....
" " W. S. " 35	70 38	....
" " W. S. " 47	86 32	369 70
16th " W. S. " 11	284 77	....
" " W. S. " 45	162 83	....
" " P. S. " 12	21 76	....
" " P. S. " 14	19 72	....
" " P. S. " 19	328 44	....
" " C. W. S. " 7	17 31	....
" " C. P. S. " 1	9 77	844 60
17th " W. S. " 13	35 55	....
" " W. S. " 19	517 79	....
" " P. S. " 9	4 69	....
" " P. S. " 22	63 53	621 56
18th " W. S. " 40	45 95	....
" " W. S. " 50	9 76	55 71
19th " W. S. " 18	560 26	....
" " W. S. " 37	1 75	....
" " P. S. " 26	4 78	....
" " P. S. " 36	127 31	694 10
22d " W. S. " 9	61 87	....
" " W. S. " 17	402 42	....
" " W. S. " 28	3 38	467 67
Total Ward Schools	$5,975 06	$5,975 06
Hall of the Board of Education	546 33	546 33
Normal Schools	29 19	29 19
Free Academy	56 32	56 32
Depository	291 80	291 80
Taking care of horses, feed, &c	1,232 03	1,232 03
Alterations on premises 94 Crosby-street	2,016 41	2,016 41
Foreman's wages, fixtures and incidental expenses in office of Superintendent of School Buildings	1,454 26	1,454 26
	$11,601 40	$11,601 40
Dr. to materials on hand of 1859	.....	101 22
		$11,500 18

Schedule No. 7.

STATEMENT of the Names and Ages of the Pupils Instructed in the Free Academy, from the close of the Academic year (July 17th) to the 31st day of December, 1860, inclusive; of the term each Student was so instructed, of the Studies pursued, and the Books or portion of Books so studied.

No.	Names of Students.	Age.	Studies Pursued, and Time.
1	Bancker, Marinus Willett....	17	Butler's Analogy of Natural and Revealed Religion, (entire.) Alexander's Moral Science, (entire.) Physics—Bird's Elements of Natural Philosophy, as a text-book, from page 169 to page 386. The course was conducted principally by lectures. Ancient Languages — Thucydides, Book I., chap. 1–32 inclusive, with frequent reviews. Civil Engineering—Bartlett's Applications of Astronomy to Geodesy, &c., 113 pp. Mahan's Civil Engineering, 123 pp. Machine Drawing and Practice with the Sextant. One lecture a week on Mechanical Drawing. French Languages—Vannier's Pronunciation. Robertson's Grammar, 200 pp. Regular and irregular verbs. Roemer's Polyglot Reader. Part I. Lecture on the History of the French Language. Roemer's Elementary Reader, Original Compositions and Declamations once a month. Time—Four months.
2	Crosby, William B., Jr.....	18	Same as No. 1.
3	Hopkins, S. Mil'rd Blatchford	18	do.
4	Hopping, Edward Campfield	18	do.
5	Hyde, Edwin Francis.....	18	do.
6	Kennedy, Thomas Jefferson..	19	do.
7	Kiernan, Lawrence.....	18	do.
8	Kirkland, Charles Pinkney...	19	do.
9	Little, William.....	20	do.
10	Lowery, James Patchell.....	18	do.
11	Man, Frederick Halsey.....	18	do.
12	McGeorge, William.....	19	do.
13	Murphy, James.....	21	do.
14	Orr, Robert.....	18	do.

No.	Names of Students.	Age.	Studies Pursued, and Time
15	Raymond, James Loder....	18	Same as No. 1.
16	Roberts, George Washington.	18	do.
17	Terry, David Dean.....	18	do.
18	Watson, George Winslow...	19	do.
19	Weldon, John, Jr.....	18	do.
20	West, William Frederick...	17	do.
21	White, Jefferson Howard...	18	do.
22	Young, Nathaniel.....	17	do.
23	Cooper, George Campbell..	20	Same as No. 1, in all except Languages. German — Glaubensklee's Grammar, elementary part. Glaubensklee's Reader, Egmont, 1st and 2d act. Time—Four months.
24	Cox, Edwin Marion.....	17	Same as No. 23.
25	King, James, Jr.....	18	do.
26	Morrison, James Edward...	17	do.
27	Selvage, Henry Clay.....	18	do.
28	Slade, Frederick Jarvis. ...	18	do.
29	Thurston, Geo. Washington.	18	do.
30	Turner, John Hamilton....	18	do.
31	Wilson, Thaddeus.....	19	do.
32	Wood, Joseph Simeon.....	18	do.
33	Ascough, Theodore Galpin.	20	Same as No. 23, and Benedix Steckbrief to page 30. Time—Four months.
34	Briggs, Benjamin Mills.....	18	Same as No. 33.
35	Childs, Evander, Jr..	17	do.
36	Kennedy, Theodore Ward..	18	do.
37	Kimball, William Cargill...	19	do.
38	Kingsland, Phineas Channing	18	do.
39	Mitchell, Roland Greene, Jr.	19	do.
40	Pullman, James Henry.....	18	do.
41	Sanger, William Henry.....	19	do.
42	Speir, Archibald Walker...	18	do.
43	Starkey, David James.....	20	do.
44	Taylor, Alfred Henry.....	18	do.
45	White, Cyrus Baker.....	19	do.
46	Elliott, Gilbert Molleson....	19	Same as No. 1, in all except Languages. Spanish Language—Ollendorff's Grammar, Morales' Reader, Iriarte & Moratin, Butler's Phrase Book, translated from English into Spanish, Dictation, Conversation, Lectures on the History and Structure of the Spanish Language. Time—Four months.
47	Kelly, Edward.....	19	Same as No. 46.
48	Vienot, Emile.....	19	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
49	Aiton, William.....	16	Mahan's Intellectual Philosophy, (entire.) Regular exercises in Composition and Oratory, including orations in the chapel before the Faculty and Students. Ancient Languages—Owen's Homer's Iliad, Books I. and II., to line 225, with frequent reviews. Livy, Book I., and part of Book II., with frequent reviews. English Language and Literature—Fowler's English Language, studied and reviewed to part IV., page 177. Natural Philosophy—Bartlett's Analytical Mechanics, 277 pages. Time—Four months.
50	Berryman, W.....	17	Same as No. 49.
51	Boyer, Edward Hoofmire...	17	do.
52	Brown, John Lovett.....	17	do.
53	Cahill, William Edward....	18	do.
54	Carley, Eldred Absalom....	17	do.
55	Brekes, David.....	19	do.
56	Danelson, James Edwin ...	19	do.
57	Dwight, Elihu	17	do.
58	Fitch, Augustus Dennis....	17	do.
59	Giffing, Isaac Aylwin	17	do.
60	Granberry, W. H. Harrison.	17	do.
61	Hoyt, Harlow Mather.....	17	do.
62	Lee, Arthur Malachi	18	do.
63	Lord, Henry.....	18	do.
63	Michaelis, Otto Emile.....	18	do.
65	Million, Michael Joseph....	18	do.
66	Needham, George Gordon.	18	do.
67	Newschafer, Wm. Henry...	17	do.
68	Roberts, Charles, Jr.....	18	do.
69	Roberts, Nathan Benjamin.	18	do.
70	Sanders, Lewis.....	17	do.
71	Sanger, Adolph Louis.....	17	do.
72	Snow, Geo. Washington, Jr.	18	do.
73	Spencer, Galen Carter.....	21	do.
74	Strong, Richard Polk.....	17	do.
75	Sutherland, John.....	17	do.
76	Trippe, James Matthews....	21	do.
77	Ward, Caleb Theophilus. ..	17	do.
78	McAfee, Knox.....	18	do.
79	Stoutenburgh, William.....	17	do.
80	Watson, Jas. Robt. Thomas.	17	do.
81	Adams, Augustus Reiner...	18	Same as No. 49, in all except Languages. German Language — Glaubensklee's Grammar. Egmont (entire.) Flaxman's

No.	Names of Students.	Age.	Studies Pursued, and Time.
			Handbook, 2d Part, to page 250. Flugel's Dictionary. Translations into German from Roemer's Polyglot Reader, and from Dictation. Time—Four months.
82	Adams, Samuel Grant.....	17	Same as No. 81.
83	Koch, Joseph.....	17	do.
84	Honner, John.....	18	do.
85	Slocum, William Edwin....	17	do.
86	Stuart, Sidney Harrison, Jr.	19	do.
87	Marsh, Edward Thomas....	19	Same as No. 49.
88	Page, James Seaver.....	18	Same as No. 49. in all except Languages. Spanish—Sales' Grammar. Moratin's Comedies. Quintana's Lives. Pizarro's Phrases. Don Quixote (half). Translations from English into Spanish. Composition, Dictation, Logical and Grammatical Analysis, and Conversation. Time—Four months.
89	Baldwin, Truman H.....	16	Ancient Languages — Owen's Xenophon's Anabasis, Book I. Cicero's 1st, 2d, and 3d Orations against Catiline. Orations for the poet Archias, with frequent reviews. Political Economy—Lectures once a week. History and Belles Lettres—Willson's Outlines of History, from page 322 to page 562, and reviewed from page 322 to page 423. Lectures on Modern History twice a month. Notes of the Lectures were taken by the Students. Exercises in Oratory, comprising Rehearsals, Declamations, and Criticisms. English Literature—Graham's Synonyms, studied and reviewed from the beginning to sec. 4, page 270. One Lecture a week on Ornamentation. Drawing from casts. Mathematics—Davies' Dif. Calculus to chap. vi., 116 pages, and reviewed. Time—Four months.
90	Bell, James David.....	17	Same as No. 89.
91	Bildersee, Barnett.....	16	do.
92	Blauvelt, John Hogankamp.	16	do.
93	Blumenstiel, Alexander.....	17	do.
94	Boyd, John.....	17	do.
95	Breath, Charles.....	17	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
96	Campbell, John Boyd.....	16	Same as No. 89.
97	Chalmers, John Cheesman..	17	do.
98	Clark, George Crawford....	16	do.
99	Crosby, Henry Ashton ..	16	do.
100	Deacon, John.....	18	do.
101	Dispecker, Abraham.....	17	do.
102	Dohrman, Aug. Frederick.	16	do.
103	Dugan, Thomas	16	do.
104	Dwight, John Elihu.....	16	do.
105	Ennis, George Henry.....	16	do.
106	Ferrier, Thomas, Jr.... ...	17	do.
107	Ferrier, William Walker....	18	do.
108	Fisher, Eustace Whipple...	18	do.
109	Garrish, John Poole, Jr.....	17	do.
110	Gambleton, Henry.....	16	do.
111	Hart, James Mair.....	17	do.
112	Henderson, Ed. Hamilton...	17	do.
113	Hewitt, Alfred.....	16	do.
114	Hibbard, Rufus Piercy.....	16	do.
115	Hickok, George Benedict...	17	do.
116	Hilger, Maurice, Jr.... ..	17	do.
117	Howland, Henry Raymond.	16	do.
118	Jasper, David Samuel.... .	16	do.
119	Kitchen, James	17	do.
120	Labagh, Isaac Mead.....	16	do.
121	Leonard, Caleb Reynolds...	16	do.
122	Marshall, James.....	17	do.
123	McWhood, Edward, Jr.....	17	do.
124	Mix, William Barney.....	17	do.
125	Monell, Ambrose	17	do.
126	Morse, Gilbert Livingston...	18	do.
127	Mott, Richard Emory . . .	17	do.
128	O'Connor, Charles Henry...	16	do.
129	O'Rorke, John,....	16	do.
130	Ottinger, Philip Joseph.....	16	do. (2½ months.)
131	Owen, Edward Livingston...	17	Same as No. 89.
132	Perham, Theo. Augustus...	17	do
133	Roberts, William Henry....	17	do.
134	Sands, James Green.....	17	do.
135	Slauson, William James....	17	do.
136	Stephens, Geo. Washington.	16	do.
137	Stevenson, Wm. Gillespie...	17	do. (3 months.)
138	Throckmorton, Barbarie W.	17	Same as No. 89.
139	Van Dyke, Howard Butler..	17	do.
140	Van Vleck, Abraham Kipp.	17	do.
141	Vienot, Jules Frederick.....	16	do.
142	Vitt, Herman Augustus....	16	do.
143	Waller, Frank.....	18	do.
144	Wandell, Townsend.....	19	do.
145	Webster, Edward Bayard...	17	do.
146	Whitney, Erastus Pratt.....	18	do.
147	Wolfrohn, Henry.....	17	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
148	Wood, George Warren, Jr..	16	Same as No. 89.
149	Zabriskie, John Lemaire....	16	do.
150	Amory, John Cookson.... .	17	Same as No. 89, in all except the Languages. French—Roemer's 2d Reader (entire), with abstracts in French. Conversation in French. Noel and Chapsal's Grammar, from § 1 to § 285. German — Glaubensklee's Grammar. Glaubensklee's Reader (part.) William Tell (1st Act). Exercises in Syntax. Time—Four months.
151	Brush, Clinton Ethelbert....	16	Same as No. 150.
152	Dwyer, Michael.....	16	do.
153	Edmondson, Henry J. N. P.	16	do.
154	Ellsworth, Wash'ton White.	17	Pursues a partial course.
155	Forbes, Arthur, Jr.....	18	Same as No. 150.
156	Frost, Richard Bowne.....	16	do.
157	Gavry, Camille Pierre.....	16	do.
158	Gibney, John Roll.....	17	do.
159	Goodnow, Edward Kirke....	16	do.
160	Green, Garret E	17	do.
161	Gore, Martin Alonzo.....	18	do.
162	Hall, William Corning.....	17	do.
163	Jackson, Daniel.....	17	do.
164	Jenkins, Augustus Shotwell.	17	do.
165	Lockwood, Joseph Seaman..	16	do.
166	Lomia, Luiga.....	17	do.
167	Riley, Peter James.....	16	do.
168	Robinson, James Whiting...	18	do.
169	Sherwood, Luman, Jr..	17	do.
170	Wiley, Thomas Brown.....	17	do.
171	Witterwoulgh, Ernest.....	18	do.
172	Berenbroick, Frederick, Jr..	16	Same as No. 89, in all except Languages. Spanish—Ollendorff's Grammar. Quintana's Lives Iriarte and Moratin. Pizarro's Phrases. Dictation, Logical and Grammatical Analysis, and Conversation. Time—One month.
173	Martin, George Randolph...	18	Same as No. 172. (4 months.)
174	Walker, James Henry.....	16	do.
175	Abbott, John Niel McLeod..	16	Ancient Languages—Virgil's Æneid, Books 1st and 2d, with frequent reviews. Andrews and Stoddard's Latin Grammar, Rules of Prosody, and their application to Scanning. Sophocles' Greek Lessons, from p. 5 to 28. Sophocles' Greek Grammar, with frequent reviews.

No.	Names of Students.	Age.	Studies Pursued, and Time.
			Mathematics — Docharty's Plain and Spherical Trigonometry. Mensuration. Descriptive Geometry (from manuscript), with Application to Industrial Drawing; five lessons a week. History and Belles Lettres—Willson's Outlines of History, from sec. 8, page 13, to sec. 5, page 32, and from sec. 12, page 27, to page 134. The class also recited nine Lectures on Ancient History, delivered the second term of the preceding academic year. Rhetoric—Day's Rhetoric, from page 1 to page 132. Exercises in Oratory, comprising Rehearsals, Declamations, and Criticisms. Moral Philosophy—Wayland's Moral Science (abridged), entire. English Language—Fowler's English Language in its Elements and Forms (smaller work), studied and reviewed, from page 174 to page 214. Time—Four months.
176	Adams, Charles Dederer....	16	Same as No. 175.
177	Aiton, Robert.....	16	do.
178	Bawden, Henry.....	21	do.
179	Betts, John McEwen.....	16	do.
180	Birdseye, Geo. W. Pratt....	16	do.
181	Blackmer, Ernest.....	15	do.
182	Brinkerhoff, Charles H.....	16	do.
183	Brookes, Horace Joshua....	15	do.
184	Bull, William Lanman.....	16	do.
185	Burrell, Philip Ware.....	16	do.
186	Byrnes, Thomas William...	16	do.
187	Cabill, Samuel.....	15	do.
188	Clarkson, John Abbott.....	16	do.
189	Cragin, William Briggs....	16	do.
190	Crane, Benj. Franklin, Jr...	16	do.
191	Davis, Isaac Snow.....	16	do.
192	Dougherty, Michael Angelo.	20	do.
193	De Socarraz, Macedonio....	18	do. (2 months.)
194	Ennis, James.....	16	Same as No. 175.
195	Fitzsimmons, John.....	16	do.
196	Giffing, William Craig.....	15	do.
197	Gilman, Daniel Tremble....	16	do.
198	Gimbornat, Charles.. ...	18	do.
199	Goebel, Lewis.....	20	do.
200	Granberry, Theodore.....	16	do.
201	Gray, Henry Peter, Jr.....	16	do.
202	Greenwood, Rich'd Booth, Jr..	16	do.
203	Harsen, John Pease.....	15	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
204	Hartt, Jones Clinton.....	16	Same as No. 175.
205	Heisser, Jacob Hieronimus..	16	do.
206	Hervey, Daniel Edward....	15	do.
207	Hibbard. Charles Mould....	17	do.
208	Hitchcock, Urban Gillespie.	15	do.
209	Hopping, Geo. Washington.	15	do.
210	Hornthal, Lewis Max.....	15	do.
211	Hudson, Eras'us Darwin, Jr.	17	do.
212	Ingersoll, William Halsey...	16	do.
213	Jessup, John Colgate.....	16	do. (2 months.)
214	Kane, Joseph Theodore.....	14	Same as No. 175.
215	Kent, John Terry.....	16	do.
216	King, William Henry.....	15	do.
217	Lauterbach, Edward.....	16	do.
218	Lawrence, Irving Garrett. .	17	do.
219	Le Comte, Vincent.....	17	do.
220	Leomtrill, David.....	16	do.
221	Lovejoy, Samuel Cochran...	15	do.
222	Mackie, George Barclay....	16	do.
223	Malloy, Henry Frederick...	15	do.
224	Man, George Albon.....	15	do.
225	Mayer, George Frederick...	15	do.
226	Meeks, Eugene	17	do.
227	Moore, Edward Wells.....	17	do.
228	Murphy, Patrick Emanual..	16	do.
229	Newell, Darius Ephraim....	16	do.
230	Noyes, Frederick Bacon....	16	do.
231	O'Connor, Randall.....	16	do.
232	Offly, David Remsen.....	16	Leave of absence.
233	Orr, Joseph.	16	Same as No. 175.
234	Parker, Joel, Jr..... ..	17	do.
235	Partridge, Edward Briggs..	16	do.
236	Plumb, Sandford Gilmore...	17	do.
237	Quackenbush, Andrew, Jr...	16	do.
238	Raynor, Samuel Judson.....	15	do.
239	Rhoades, George Brown....	17	do.
240	Ritchie, Andrew.....	16	do. (3 months.)
241	Rooney, George Washington	16	Same as No. 175.
242	Schack, Rudolph William..	15	do.
243	Smith, Alphonso.....	17	do.
244	Smith, Isaac Spencer.....	16	do.
245	Smith, Samuel De Witt....	16	do.
246	Souder, James Hopkins.....	18	do.
247	Spencer, William Gay.....	16	do.
248	Spingarn, Sigmund.....	15	do.
249	Stevenson, Andrew, Jr.....	15	do.
250	Still, George Mott.....	16	do.
251	Steen, John Floyd.....	15	do.
252	Stratford, William.....	16	do.
253	Sturges, Edward Baker....	16	do.
254	Sweetser, Samuel.....	18	do.
255	Thatcher, John Christopher.	16	Leave of absence.

No.	Names of Students.	Age.	Studies Pursued, and Time.
256	Townsend, James.....	16	Same as No. 175.
257	Tracy, Charles Edward.....	15	do.
258	Trist, Nicholas Philip.....	17	do.
259	Turner, William James.....	16	do.
260	Valentine, George Faile....	16	Leave of absence.
261	Valentien, Warner Henry...	16	Same as No. 175.
262	Van Pelt, Chas. Washington.	18	do.
263	Van Voorhies, Elias Wm. Jr.	16	do.
264	Ward, Frederick Butler....	17	do.
265	Warth, John William, Jr...	16	do.
266	Weightman, Wm. Henry...	15	do.
267	Westerfield, William.....	16	do.
268	White, Albert Moore.....	18	do.
269	White, John Stewart.....	16	do.
270	Abbe, William Colgate.....	16	Same as No. 175, in all except Languages. French—Robertson's System of Teaching French, as far as page 333. Roemer's Polyglot Reader, Part I., with Logical and Grammatical Analysis. Roemer's 2d Reader, to page 270. Dictation, with application of Grammar. German — Glaubensklee's Grammar, Elementary part, and Exercises to Adjectives Glaubensklee's Reader, 1st section to page 24. Time—Four months.
271	Budenbach, Oswald.....	16	Same as No. 270.
272	Byrne, Jas. Joseph Henry..	16	do.
273	Crowell, Martin Luther.....	15	do.
274	Davis, Abraham Benson....	15	do.
275	De Greek, Otto.....	15	do.
276	Demarest, George Francis. .	15	do.
277	Donahue, Daniel.....	15	do.
278	Fahrenholz, Henry Chris...	16	do.
279	Flammer, Charles A.....	15	do.
280	Flanagan, Adam Clark, Jr..	17	do.
281	Fowler, Cyrus Edward.....	17	do.
282	Frick, Charles.....	15	do.
283	Fuller, Luther Mason.....	16	do.
284	Gaddis, David.....	16	do. (2½ months.
285	Gallagher, Cornelius Chas..	16	Same as No. 270.
286	Gimbunat, Theophilus.....	16	do.
287	Glassford, John Hamilton W.	16	do.
288	Gordon, Read.....	15	do.
289	Howard, Geo. Washington..	17	do.
290	Hamilton, Lewis McLean...	16	do.
291	Isquirerdo, Baldomero.....	17	do.
292	Jacobs, Ephraim Arnold....	15	do.
293	Gourly, Colin.....	16	do.

No.	Names of Pupils.	Age.	Studies Pursued, and Time.
294	Kamm, Fred. Wm. Michael.	16	Same as No. 270.
295	King, William Augustus....	15	do.
296	Laderer, Samuel Leopold...	15	do.
297	Leeds, Charles Armstrong..	16	do.
298	Levi, Jacob Charles.....	16	do.
299	Littlefield, Leonard Green..	15	do.
300	Lyng, Jardine.....	19	do.
301	Lyng, James.....	15	do.
302	Many, Philip Hone.....	16	do.
303	Matthews, Smalldrige.....	15	do.
304	McAdam, Lucius.....	15	do.
305	McClain, Damon Harrison..	16	do.
306	McGirr, Robert Frederick..	16	do.
307	Paddon, George William....	16	do.
308	Patterson, Albert Mansfield.	15	do.
309	Shipman, James De Grape..	15	do.
310	Simonson, William Hyde...	16	do.
311	Smith, Julius Theodore.....	16	do. (1½ months.)
312	Taggard, John James.....	17	do. (2 months.)
313	Thompson, David Austin...	16	Same as No. 270.
314	Young, George W.....	16	do.
315	Baum, Isaac.....	16	Same as No. 270, except in Languages. Spanish — Ollendorff's Grammar, to 23d Lesson. Morales' Reader, to page 70. Butler's Phrase, to page 56. Regular and Irregular Verbs, Dictation, and Conversation. Time—Four months.
316	Bettman, Marcus.....	15	Same as No. 315.
317	Brown, Chas. De Costa, Jr..	16	do.
318	Candler, James, Jr.....	15	do.
319	Chattillon, John Peter	16	do.
320	Coddington, Henry Kiersted.	15	do.
321	Cohen, Joseph.....	16	do.
322	Goldsmith, Charles.....	16	do.
323	Goldsmith, Henry..... ...	14	do.
324	Herz, Cornelius.....	15	do.
325	Hunt, Henry Clay.....	16	do.
326	Kingsland, Isaac Stanley....	15	do.
328	McCarty, Edward.....	15	Absent on account of sickness.
329	Osgood, Henry.....	15	Same as No. 315.
330	Patterson, Seely Benedict...	15	do.
331	Phillips, Henry.....	16	do.
332	Stephens, Edward, Jr.....	15	do.
333	Storm, George Rix.....	16	do.
334	Wilkins, John Henry....	15	do.
335	Winter, Humphrey Joseph..	15	do.
336	Young, George Albert.....	16	do.
337	Colwell, Warren Augustus..	18	Same as No. 270, in all except the Languages.

No.	Names of Students.	Age.	Studies Pursued, and Time.
			German — Glaubensklee's Grammar. William Tell, Acts 1st, 2d, and 3d. Flaxman's Handbook, Part 2d, to page 190, and Exercises in Syntax. Time—Four months.
338	Hoe, George Edgar.....	16	Same as No. 337.
339	Holmes, Francis G. D.....	18	do.
340	McGowan, John Edward....	16	do.
341	Oakley, Charles Edward....	15	do.
342	Tindall, Edwin.....	16	do. and in
			Spanish—Ollendorff's Grammar. Iriarte & Moratin. Quintana's Lives (half.) Butler's Phrase Book. Dictation, Grammatical Analysis, and Conversation.
343	Trisdorfer, Isaac.....	15	Same as No. 337.
344	Aiton, John.....	14	Latin—Andrews and Stoddard's Latin Grammar. Andrews' Latin Reader. (Fables and Mythology.) Barton's Outlines of English Grammar, studied and reviewed, and two recitations a week, and original exercises. Mathematics — Docharty's Algebra, from page 125 (Inequalities), to chap. viii., page 243, studied and reviewed. Natural History—Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The students were required to take notes of the Lectures, and prepare for recitation during the week. The notes were then re-written, and inspected at the final examination, and proper credits given to each student Chemistry—Lectures were delivered once a week to the class on Chemistry, using Renwick's Outlines of Chemistry as a text-book. Time—Four months.
345	Allee, Daniel.....	15	Same as No. 344.
346	Allen, Nehemiah H.....	14	do.
347	Armitage, Thomas B.....	15	do.
348	Auld, James.....	14	do.
349	Backrack, Martin.....	15	do.
350	Baker, George Haswell.....	15	do.
351	Barhydt, Parish Hackley...	15	do.
352	Bartlett, Washington Sewell.	16	do. (2 months.)
353	Basinsky, Morris.....	15	Same as No. 344.
354	Bear, Samuel Levy.....	14	do.
355	Belknap, Charles.....	14	do.
356	Bell, Albert George.....	14	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
357	Bell, Charles	15	Same as No. 344.
358	Blakeman, Leander V. N	14	do.
359	Blondel, Theodore	14	do.
360	Brett, Benjamin	17	do.
361	Brown, Ansel Byron	15	do.
362	Bronson, Robert Donaldson	15	do.
363	Cameron, John Spencer	15	do.
364	Cargill, Andrew Hays	16	do.
365	Caswell, Edward Alexis	16	do.
366	Chambers, Frederick	15	do.
367	Church, John	19	do.
368	Clarkson, Samuel Floyd, Jr.	15	do.
369	Conover, Gustavus W	14	do.
370	Cragin, William Dwight	14	do.
371	Cromelien, David	15	do.
372	Crosby, John Player, Jr	15	do.
373	De Baun, Charles Irving	14	do.
374	Demarest, James Henry	16	do
375	Dennett, Jesse	14	do.
376	Deyo, Jonathan T	14	do.
377	Dodge, Frederick Nevins	15	do.
378	Doran, Thomas Lorenzo	15	do.
379	Drach, William	14	do.
380	Dugan, William	15	do.
381	Dunlap, Samuel, Jr	16	do. (2 months.)
382	Eagan, Thomas Francis	15	Same as No. 344.
383	Easton, John Zachius	14	do.
384	Edgar, James Manning, Jr	16	do.
385	Evans, George, Jr	17	do.
386	Farley, Cornelius Joseph	15	do.
387	Flitner, William Herbert	18	do.
388	Friedlander, Leonard	15	do.
389	Fuller, Charles Wesley	17	do.
390	Gimbunat, Eraclius	15	do.
391	Goodwin, Bernard Michael	15	do. (1 month.)
392	Greenwood, William	14	Same as No. 344.
393	Hall, Ralph Emerson	15	do.
394	Halstead, Frederick	15	do.
395	Haley, Jeremiah John	15	do.
396	Harrington, Elliott George	16	do.
397	Harrison, William Gilpin	15	do.
398	Hawes, John Bromham	16	do.
399	Heisser, William Henry	14	do.
400	Hennion, Andrew Joseph	18	do.
401	Hernon, Joseph A. T	15	do.
402	Hewett, Frank T	14	do.
403	Hirsch, Joseph	14	do.
404	Hobart, Henry Lee	15	do.
405	Hodgeman, George F	15	do.
406	Horton, Charles Harrison	16	do.
407	Howland, Edward Augustus	14	do.
408	Hunt, John Sandford	14	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
409	Hunter, John.....	16	Same as No. 344.
410	Ives, Michael.....	15	do.
411	Jenks, Francis Mankin.....	14	do.
412	Jentz, Otto Frederick	16	do.
413	Johnson, Albert Augustus...	15	do.
414	Jones, David Gomer.....	16	do.
415	Jones, George Albert.....	16	do.
416	Kellogg, Henry Worrall....	14	do.
417	Kennedy, Archibald Duncan	16	do.
418	Kirchies, Louis Philip.....	15	do.
419	Knapp, John Augustus.....	15	do.
420	Knowlton, Henry Danford..	14	do.
421	Koch, Louis Philip.....	15	do.
422	Krieg, George.	14	do.
423	Livingston, Wm. Bickford..	15	do.
424	Lovejoy, Josiah Teubner...	14	do.
425	Lyman, William Thornton...	15	do.
426	McAdam, Randolph.....	17	do.
427	McCabe, Thomas Francis...	14	do.
428	McClellan, James Burdge...	18	do.
429	McMartin, Malcolm.....	14	do.
430	McNespic, Joseph James....	16	do.
431	McQuirck, John	15	do
432	Marbury, Gilbert Jackson...	15	do.
433	Martin, Wm. Hamilton.....	14	do.
434	Marvin, Welles Burdett.....	15	do.
435	Merritt, Austin Burr.....	15	do.
436	Monroe, Robert Dayton.....	15	do.
437	Murray, William Maillard ..	14	do.
438	Newell, John Stark.....	14	do.
439	Nixon, Kirby.....	15	do.
440	Oakley, James Frank	14	do.
441	O'Brien, Michael John.....	15	do.
442	O'Connor, Eugene.....	14	do.
443	Oppenheim, Ansel.....	14	do.
444	Park, Henry.....	15	do.
445	Park, Noel Robertson.....	15	do.
446	Patterson, Andrew Stuart...	15	do.
447	Penfield, John Benjamin....	17	do.
448	Phelan, Thomas Edward...	15	do.
449	Phelan, Wm. Henry Hyatt..	16	do.
450	Pomeroy, Hamilton.....	15	do.
451	Radcliffe, William Stephens.	15	do.
452	Redding, Win. Scott M.....	14	do.
453	Remsen, Ira.....	14	do.
454	Roberts, Edward.....	16	do.
455	Robertson, Milton Henry...	15	do.
456	Rodgers, Robertson..... .	15	do.
457	Rooney, William Henry....	15	do.
458	Rosenmiller, Charles Lewes..	14	do.
459	Ross, William Henry.....	16	do.
460	Roy, Frederick.....	14	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
461	Sands, Charles Edward.....	15	Same as No. 344.
462	Searles, Whittlesey Dana...	14	do.
463	Sieberg, Wm. Henry Julius..	17	do.
464	Sink, Isaac Lewis.....	15	do.
465	Slater, Samuel Edward.....	15	do.
466	Slover, Warren Gilbert F....	15	do.
467	Smith, James Henry.....	15	do.
468	Smith, James Ward.....	15	do.
469	Springsteed, Gamaliel T....	14	do.
470	Steinhardt, Michael.....	14	do.
471	Still, John Henry.....	15	do.
472	Sturgis, Edward.....	15	do.
473	Suffern, Edward Lee.....	15	do.
474	Sullivan, James Joseph.....	15	do.
475	Swansboro, Alfred Henry...	15	do. (2 months.)
476	Swansboro, Horace.....	14	Same as No. 344.
477	Swayze, Milton Robert.....	17	do.
478	Tate, Charles.....	15	do.
479	Taylor, Charles Edward....	14	do.
480	Thorn, James Elliott.....	16	do.
481	Thorp, William Chester....	15	do.
482	Underhill, Stephen Merihew.	17	do.
483	Van Arsdale, Wm. Henry...	14	do.
484	Van Cott, Wm. H., Jr.....	16	do. (1 month.)
485	Van Dyke, Rodolphus.....	16	Same as No. 344.
486	Walsh, Francis John A.....	16	do.
487	Walz, Isidor..	14	do.
488	Webb, William Edward....	17	do.
489	Weeks, Henry Clay.....	16	do.
490	Whitely, William Henry...	15	do.
491	Wilson, Joseph Allen.....	14	do.
492	Wilson, Samuel Henry.....	15	do.
493	Winter, William James.....	15	do.
494	Wisner, John Homer.....	15	do.
495	Zacharie, Charles Lawson...	15	Same as No. 496.
496	Adams, Samuel	16	Same as No. 344, in all except Language. French — Vannier's Pronunciation. Robertson's System of Teaching French, 17 lessons (practical part). Regular Verbs, in all their forms, with Oral Phraseological Exercises. Time—Four months.
497	Albertson, Edmund.....	15	Same as No. 496.
498	Anderson, Robert Semy....	15	do.
499	Baker, Jacob Salter.....	16	do.
500	Barter, Benjamin George...	14	do.
501	Blair, William Thomas, Jr..	16	do.
502	Bonestill, James Henry.....	16	do.
503	Breath, John Anthony.....	14	do.
504	Brill, Maximilian.....	14	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
505	Brown, Abraham.....	16	Same as No. 496.
506	Brown, Charles Edward....	15	do.
507	Brown, Samuel.....	14	do.
508	Brown, Stephen Edward...	14	do.
509	Burns, John.....	15	do.
510	Bylandt, John Edward.....	17	do.
511	Campbell, George.....	16	do.
512	Cargill, William.....	15	do.
513	Chalmers, James Moncur...	16	do.
514	Chevis, William Gray.....	15	do.
515	Clare, Michael	14	do.
516	Clark, John Nunns..	15	do.
517	Clay, Henry	14	do.
518	Clinch, Edward Sears.....	14	do.
519	Coburn, James Edward.....	14	do.
520	Coleman, Obed Mitchell ...	16	do.
521	Dakin, Edward Brick	15	do.
522	Delaney, James Francis.....	14	do.
523	Davis, Elias David.....	15	do.
524	Dederer, Charles Henry....	16	do. (3 months.)
525	Demarest, William Coleman.	16	Same as No. 496.
526	Denniston, Alex. Fleming...	14	do.
527	Develin, Arthur Bernard ..	17	do.
528	Dixon, John James Stanley..	14	do.
529	Dobbins, John.....	15	do.
530	Donahue, Henry Walford...	16	do.
531	Dow, William Shepard.....	16	do.
532	Eccles, George Addison.....	14	do.
533	Elwood, Charles Edwin.....	15	do.
534	Ferris, John Gills.....	16	do.
535	Fradenburgh, Geo. Theodore	16	do.
536	Gaffey, Edward	14	do.
537	Getty, William James.....	14	do.
538	Grant, Charles Augustus....	15	do.
539	Green, Albert Terry.....	15	do.
540	Groesbeck, Edward Leo....	14	do.
541	Guion, Edward Merritt, Jr..	14	do.
542	Hahn, Isaac Henry.....	15	do.
543	Hall, Albert Barnes..... ..	16	do.
544	Hatch, Harvey Weed.....	15	do.
545	Heitman, Albert.....	14	do.
546	Hogan, Edward Peter.....	14	do.
547	Holland, Thomas.....	15	do.
548	Howell, Henry Courtland...	14	do.
549	Jacobs, Alfred Uriah.....	14	do.
550	Jennings, George Porter....	15	do.
551	Johnston, William Wiley...	15	do.
552	Jones, Abraham Slate, Jr...	15	do.
553	Kalish, Julius.....	14	do.
554	Kane, Cornelius Van S.,....	14	do.
555	Ketchum, Chas. Leavenw'th.	19	do.
556	King, Henry Lucretius.....	19	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
557	Klenen, Martin	14	Same as No. 496.
558	Levy, Arthur	15	do.
559	Levy, Benjamin	15	do.
560	Lissenden, Stephen, Jr.	16	do.
561	Love, Edward John	14	do.
562	Love, James Pond	16	do.
563	McCahill, Patrick Henry	16	do.
564	McCollum, Arthur	15	do.
565	McManus, James	16	do.
566	Matthews, Joseph	14	do.
567	May, Henry	16	do.
568	Mellis, Ernest	14	do.
569	Miles, Edward Dana	16	do.
570	Miller, William H.	15	do.
571	Milvaney, James	15	do.
572	Moore, Edgar	16	do.
573	Moore, William	15	do.
574	Morris, Herman	16	do.
575	Mortimer, William	15	do.
576	Murphy, Daniel Augustus	17	do.
577	Nally, Andrew	14	do. (1 month)
578	Neilson, William Staats, Jr.	15	Same as No. 496.
579	Noonan, Edward, Jr.	14	do.
580	O'Brien, Michael John	15	do.
581	Parsons, John Hall	15	do.
582	Peck, George	15	do. (1 month.)
583	Porter, Gerald Lee	15	Same as No. 496.
584	Potter, Charles Edward	15	do.
585	Reynolds, James	14	do.
586	Saunders, Richard Jeffers	15	do.
587	Scatliff, James	14	do.
588	Scully, Thomas Francis	14	do.
589	Schoen, Godfrey	14	do.
590	Secord, William Kelsey	17	do.
591	Seely, Charles Whitlock	16	do.
592	Smith, Chas. Havens Ludlow	16	do.
593	Smith, Charles Henry	14	do.
594	Schmonsus, Frederick	16	do. (2 months.)
595	Smith, David Polhemus	15	Same as No. 496.
596	Smith, Samuel Wm. H.	16	do.
597	Stephens, George, Jr.	14	do.
598	Stephens, Geo. Washington	15	do.
599	Stevenson, Edgar	14	do.
600	Stillwell, William Moore	14	do.
601	Stratford, Thomas	15	do.
602	Swift, Charles, Jr.	16	do.
603	Tate, Godfrey Ellison	14	do.
604	Theal, John	14	do.
605	Trainor, John Joseph	14	do.
606	Vanderbilt, Edgar	14	do.
607	Van Wagenen, Cornelius S.	16	do.
608	Vogel, Henry Christian	14	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
609	Wallwork, John Blair.....	16	Same as No. 496. (Two months.)
610	Watson, William.....	16	Same as No. 496.
611	Wilson, Henry Lancaster...	14	do.
612	Wilson, Thomas Edgar.....	14	do.
613	Algro, Alexander.....	14	Same as No. 496, in all except Language. German — Glaubensklee's Grammar. Glaubensklee's Reader, to irregular verbs, page 24. Time—Four months.
614	Class, William Henry.....	14	Same as No. 613.
615	Cox, Joseph.....	17	do. (2 months.)
616	Crow, John Charles.....	15	Same as No. 613.
617	Davis, Walter Treadwell...	18	do.
618	Dugan, William Matthias...	15	do.
619	Dykes, Andrew Findley....	16	do.
620	Brown, Joseph.....	16	do.
621	Flanagan, James..... ...	15	do.
622	Forrester, Robert Fields....	15	do.
623	Goodheim, Maurice.....	14	do.
624	Heinig, Theodore F. L.....	16	do. (2 months.)
625	Hubbs, Charles Taylor.....	15	Same as No. 613.
626	Jaques, Geo. Washington...	14	do.
627	Kerrigan, James Michael....	15	do.
628	Levy, Henry Charles.....	14	do.
629	McAvoy, Thomas Frances..	15	do. (3 months.)
630	McGrath, Edward.....	14	Same as No. 613.
631	Maxwell, William Allen.....	15	do.
632	Moran, John.....	19	do.
633	Nelson, Lyle.....	14	do.
634	Perryman, George Henry...	15	do.
635	Serrell, Alfred William.....	16	do. (One month.)
636	Servin, Ferd. Little Wilsey.	16	Same as No. 613.
637	Reis, John.....	15	do. (1½ months.)
638	Smith, Benjamin.....	15	do (2 months.
639	Smith, John Francis.....	14	Same as No. 613.
640	Taylor, James Henry.....	14	do. (3½ months.)
641	Tway, William Frederick...	15	Same as No. 613.
642	Viel, Charles Marius.....	14	do.
643	Wilson, Theodore.....	14	do.
644	Wright, Thomas, Jr.....	16	do.
645	Hafron, Patrick.....	15	do. in German and Mathematics—Partial course.
646	Van Dyke, Thomas, Jr.....	15	Do. in German—Partial course.
647	Crossman, Geo. Washington.	15	Same as 496, in all except Language. Spanish—Ollendorff's Grammar (half). Morales' Reader (half). Butler's Phrase Book (half). Regular and Irregular Verbs

No.	Names of Students.	Age.	Studies Pursued, and Time.
			Dictation, Reading, and Conversation. Time—Four months.
648	Goldstien, Marks.....	14	Same as No. 647.
649	Hartson, George Gobreske..	16	do.
650	Hernandez, Charles Fabian..	14	do.
651	Marsh, Albert.....	14	do.
652	Meeks, Ferd. Magellan.....	15	do.

Schedule No. 8.

NAMES OF INSTRUCTORS EMPLOYED AT THE FREE ACADEMY, AND COMPENSATION PAID TO EACH.

NAMES.	Present Annual Compensation.	Paid during the year ending Dec. 31, 1860.
Horace Webster, LL. D., President of the Faculty, and Professor of Intellectual and Moral Philosophy	$3000 00	$3000 00
John Jason Owen, D. D., LL. D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature	2500 00	2500 03
Wolcott Gibbs, M. D., Professor of Chemistry and Physics	2000 00	1999 99
Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics, and Secretary of the Faculty	2000 00	1999 99
John Augustus Nichols, A. M., Professor of Mixed Mathematics	2000 00	1999 99
Charles Edward Anthon, A. M., Professor of History and Belles Lettres	2000 00	1999 99
John Graeff Barton, A. M., Professor of the English Language and Literature	2000 00	1999 99
Jean Roemer, LL. D., Professor of the French Language and Literature	2000 00	1999 99
Augustin Jose Morales, LL. D., Professor of the Spanish Language and Literature	1200 00	1200 00
Theodor Gustav Glaubensklee, Professor of the German Language and Literature	2000 00	1850 03
Paul Peter Duggan, N. A., Professor of Drawing and the Arts of Design, (absent with leave)	....	....
Herman Joseph Aloys Koerner, Ph. D., Professor of Drawing	2000 00	1999 99
Robert Ogden Doremus, M. D., Professor of Natural History, Physiology and Hygiene	1000 00	994 66
Joel Tyler Benedict, A. M., Adjunct Professor in the Department of Pure Mathematics	2000 00	1999 99
George Washington Huntsman, Adjunct Professor in the Department of Moral, Intellectual and Political Philosophy	2000 00	1988 88
Joseph Howard Palmer, A. M., Tutor in the Department of Pure Mathematics	1500 00	1493 75
William Beinhauer Silber, A. M., Tutor in the Department of Latin and Greek Languages and Literature	1500 00	1500 00
Benjamin Arad Sheldon, A. M., Tutor in the Department of Pure Mathematics	1500 00	1500 00
Alfred George Compton, A. M., Tutor in the Department of History and Belles Lettres	1000 00	1000 03
Arthur McMullen, A. M., Tutor in the Department of Pure Mathematics	500 00	499 98
Casimir Fabregou, A. M., Tutor in the Department of the French Language and Literature	1000 00	1000 03
Adolph Werner, M. S., Tutor in the Department of History and Belles Letters	700 00	700 02

NAMES.	Present Annual Compensation.	Paid during the year ending Dec. 31, 1860.
Samuel Gould Jelliffe, A. M., Tutor in the Department of History and Belles Lettres	$500 00	$499 98
William Mellen Banks, A. B., Tutor in the Department of the Latin and Greek Languages and Literature	500 00	28 76
James Godwin, A. B., Tutor in the Department of Pure Mathematics	500 00	497 97
Lucien Oudin, A. M., Tutor in the Department of the French Language and Literature	500 00	499 98
Solomon Israel Woolf, A. B., Tutor in the Department of Drawing	500 00	499 98
James Knox, A. B., Tutor in the Department of Drawing	500 00	499 98
Fitzgerald Tisdall, A. B., Tutor in the Department of the Latin and Greek Languages and Literature	500 00	499 98

Schedule No. 9.

Containing Location; Size and Cost of Site, Size, Cost, and Date of Erection, of each School Building.

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair Building.	Cost of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 2	Henry street, near Pike..	75 by 100 ft.	$8,000	42 by 100 ft.	3	2	16½ by 25 ft	.....	$26,000	1835	1855
3	Hudson street, cor. Grove	71 by { 100 " 148 " }	20,000	48 by 116 "	4	{ 1 4	23 by 26½ " 23 by 39½ " }	9 by 20 ft.	37,000	1821	1860
4	Rivington st., n'r Ridge Ridge street.....	{ 75 by 100 " 20 by 65 " }	12,000	45 by 100 "	4	{ 1 4	20 by 50 " 15 by 33 " }	.....	36,000	1819	1854
5	Mott street, near Prince..	75 by 100 "	10,000	45 by 90 "	3	..	.....	.....	23,000	1822	1855
6	Randall's Island.....	....	..	45 by 105 "	2	..	.....	.....	....	....	....
7	Chrystie st., near Hester.	75 by 100 "	12,000	40 by 100 "	3	..	.....	.....	19,000	1826	1858
8	Grand st., near Wooster..	75 by 100 "	12,000	42 by 100 "	3	..	.....	.....	12,000	1826	1850
9	82d st., corner 11th av...	100 by 100 "	2,500	28 by 90 "	1	..	.....	.....	4,000	1830	
10	Wooster st., near Bleecker	75 by 100 "	12,000	43 by 91 "	4	{ 2 2	16 by 22 " 16 by 26 " }	9 by 19 "	28,000	1828	1859
11	17th street, near 8th av..	100 by 100 "	12,000	42 by 85 "	4	4	25 by 25 "	.....	30,000	1832	1854
12	Madison st., near Jackson	100 by 100 "	11,000	42 by 85 "	3	2	29 by 25 "	14 by 19 "	26,000	1833	1856
13	Houston st., near Norfolk	100 by 100 "	11,000	50 by 95 "	4	4	25 by 27½ "	.....	33,000	1833	1856
14	27th street, near Third av.	125 by 100 "	16,500	2 stories. 55 by 128 "	4	{ 2 2	25 by 25 " 25 by 41 " }	.....	45,000	1849	1859
"	28th st., near Third av...	50 by 100 "	9,000	2 stories. 55 by 99 "				.....	Not fin	ishe	d.]
15	Fifth st., near Avenue D.	100 by 100 "	11,000	42 by 100 "	3	2	24 by 28 "	.....	18,000	1838	1855
16	13th street, near 7th av..	100 by 100 "	10,000	42 by 86 "	3	2	25 by 29 "	14 by 20 "	23,000	1845	1859
17	47th street, near 8th av...	100 by 100 "	5,600	47 by 97 "	3	{ 2 2	21 by 25½ " 24½ by 26½ " }	.....	27,000	1846	1859
18	51st st., n'r Lexington av.	100 by 100 "	5,000	41 by 86 "	4	2	16 by 26 "	15 by 20 "	23,000	1855	

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair Building.	Cost of Building.	Date of Erection.	Alte'd or Rebuilt.
No. 19	14th street, near 1st av..	105 by 103 ft.	$16,000	50 by 100 ft.	4	4	25 by 27½ ft.	.....	$ 38,000	1859	
20	Chrystie st., near Delancy	100 by 100 "	18,000	50 by 97 "	4	2 2	25 by 28 " 25 by 33 "	...	35,000	1856	
21	Marion st., near Prince..	75 by 100 "	10,600	43 by 91 "	4	2 2	16 by 22 " 16 by 26 "	9 by 19 "	25,000	1843	1858
22	Stanton st., near Sheriff.	70 by 100 "	10,000	45 by 90 "	3	1	20 by 20 "	.....	16,000	1843	1853
23	City Hall Place, n. Pearl.	49 by 69 " / 87 "	8,000	44 by 69 "	3	..	.....	.....	18,000	1843	1856
24	Elm street, near Leonard.	50 by 90 " / 95 "	8,000	44 by 90 "	3	.	.....	.....	19,000	1843	1855
25	Oak st., near Roosevelt..	.....	Leased.								
27	Oliver street, near Oak..	.....	Leased.	.....	....						
28	40th street, near 8th av..	100 by 98¾ "	2,425	50 by 96 "	3	2 4	20 by 24½ " 9¾ by 20 "		23,000	1846	1860
29	Greenwich st., n'r Rector.	48½ by 97½ "	Leased.	40 by 80 "	4	2	4 by 16 "	14 by 22 "	30,000	1845	1854
30	Baxter street, near Grand	75 by 100 "	10,000	45 by 90 "	3	..	.....	9 by 20 "	18,000	1844	
31	Monroe st., n. Montgom'ry	70¾ by 97 "	6,000	42 by 85 "	3	4	16½ by 25 "	15 by 19 "	27,000	1844	1857
32	35th street, near 9th av..	100 by 98¾ "	5,300	42 by 94 "	3	..	.....	.....	17,000	1843	
33	28th street, near 9th av..	125 by 100 "	17,250	55 by 100 "	3 on rear. 4 on front	2 2	24 by 25 " 24 by 26 "	.....	38,000	1857	
34	Broome st., near Sheriff.	75 by 87 "	5,250	50 by 87 "	3	4	12½ by 25 "	.....	21,000	1847	1856
35	13th street, near 6th av..	87 by 103 "	8,338	50 by 81½ "	..	..	.....	15 by 24 "	21,000	1847	
36	9th st., near Avenue C..	100 by 100 "	6,530	50 by 95 "	3	2	25 by 26¾ "	.....	22,000	1847	1855
37	87th street, near 4th av..	104¾ by 100 "	2,300	48 by 83 "	3	..	.....	15 by 20 "	20,000	1853	
38	Clarke st., near Broome.	75 by 90 "	10,000	50 by 90 "	4	4	12½ by 25 "	.....	21,500	1847	1858
39	125th street, near 2d av.	100 by 99 11-12	1,600	50 by 95 "	3	2	10 by 23 "	.....	14,000	1849	1856
40	20th street, near 1st av..	80 by 99 ft.	5,800	50 by 95 "	..	..	.....	.....	16,000	1849	1858
41	Greenwich avenue, opposite Charles street.....	99 by 119 ft / 166 "	8,491	50 by 85 "	5	2	15 by 18 "	15 by 20 "	22,500	1850	1857

42	Allen street, near Hester.	98 by 76 ft.	$14,000	44 by 76 ft.	4	4	18 by 23 ft.	.....	$29,500	1850	1860
43	129th street, near 10th av.	200 by 99 11-12	1,600	45 by 70 "	3	..	.....	15 by 20 "	16,000	1854	
44	N. Moore st., cor Varick.	87½ by 75 ft	26,919	47 by 80 "	4	1 2 1	17 by 33 " 14 by 25 " 25 by 75 "	.....	43,000	1851	
"	W. Broadway n. Franklin	25 by "	9,000								
45	24th street, near 7th av..	100 by 98¾ "	8,160	50 by 95 "	4	2 2	18 by 25 " 20 by 25 "	.....	30,000	1851	1859
46	156th st., near 10th av...	199½ by 100 "	2,800	32 by 58 "	2	1	22 by 53 "	9 by 19 ft.	12,000	1852	1860
47	12th street, n'r Broadway	100 by 100 "	23,126	45 by 100 "	4	2	25 by 50 "	.....	33,000	1855	
48	28th street, near 6th av..	100 by 100 "	13,800	45 by 81 "	4	2 2	24 by 26½ " 26½ by 39 "	.....	33,000	1854	
49	37th street, near 2d av...	100 by 125 "	9,990	2 stories. 50 by 125 " 2 stories. 50 by 110 "	4	2	20 by 40 "	.....	34,000	1855	
50	20th street, near 3d av...	100 by 100 "	13,000	100 by 50 "	4	1	25 by 50 "	.....	29,000	1855	
51	44th street, near 10th av.	100 by 100 "	4,800	43 by 94 "	4 on rear. 3 on front	2 2	24 by 24 " 19 by 27 "	.....	25,000	1858	
52	Kingsbridge Road, near 206th street.....	100 by 200 "	Donated.	41 by 78 "	3	..	.....	15 by 20 "	14,000	1857	
Colored Schools.											
No. 1	Mulberry st., near Grand.	50 by 100 "	6,000	34 by 91 "	3	4	8 by 22 "	9 by 19 "	13,000	..	1859
2	Laurens st., near Broome	55 by 93 "	5,000	30 by 75 "	3	..	.....	.....	6,000		
4	117th st., near 2d av....		Leased.								
5	Thomas st., near Church.		Leased.								
6	Broadway, near 37th st..		Leased.								
7	17th st., near 7th av.....	25 by 95 "	3,000	25 by 62 "	3	..	....	11 by 28 "	5,000	1849	

Primary Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair Building.	Cost of Buildings.	Date of Erection.	Alte'd or Rebuilt.
1	Ludlow st., near Delancey	75 by 87½ ft.	$8,500	45 by 82 ft.	3	..	.....	.....	$10,000	1843	
2	Bayard st., near Baxter..	25 by 95 "	Leased.	25 by 62 "	3	..	.....	11 by 28 ft.	4,300	1846	
3	Canton st., near Stanton.	25 by 100 "	2,500	25 by 45 "	3	..	.....	.....	4,000	1834	
5	4th st., near Avenue C...	49½ by 98 "	11,000	36 by 94 "	3	4	6¾ by 22 ft.	.....	17,000	1857	
6	Thompson st., n'r Broome	25 by 100 "	3,500	25 by 62 "	3	..	.....	11 by 28 "	5,000	1844	
7	Amos st., n'r Washington.	25 by 95 "	4,000	25 by 62 "	3	..	.....	11 by 28 "	5,000	1844	
8	Mott street, near Bayard.	50 by 95 "	11,000	36 by 90 "	3	4	7 by 22 "	.....	17,000	1857	
9	First street, near 2d av..	.....	Leased.								
10	Cannon st., near Broome.	.....	Leased.								
11	Greenwich st., n'r Vestry	25 by 100 "	Leased.	25 by 62 "	3	..	.....	11 by 28 "	5,000	1845	
12	20th street, near 7th av..	.....	Leased.								
13	Downing st., n'r Bleecker	.....	10,000	including building.	..	.	.....	.....	....	..	1856
14	Oliver street, near Oak..	71 by 100 "	40,000	40 by 92 ft.	3	2 2	9 by 20 " 9 by 19	.....	23,000	1860	
15	Stone st., near Whitehall.	25 by 100 "	8,000	25 by 62 "	3	..	.....	11 by 28 "	6,000	1845	
16	23d street, cor. 2d avenue	.....	Leased.								
17	43d street, cor 8th avenue	.....	Leased.								
18	Waverley place, n'r Bank	50 by 66 "	5,000	26 by 66 "	..	..	.....	.....	7,000	1839	
19	18th st., near 9th avenue.	25 by 100 "	3,000	25 by 62 "	3	..	.....	11 by 28 "	5,000	1845	
20	Broome st., near Clinton.	50 by 88 " 34½ by 40½ "	11,300	36 by 88 "	3	4	7 by 18½ "	.....	17,000	1839	1859
21	Rivington st., near Goerck	36 by 100 "	4,000	25 by 45 "	3	..	.....	.....	5,000	1839	
22	First avenue, cor. 9th st.	69 by 100 "	6,000	42 by 100 "	3	2	14 by 21 "	.....	21,000	1843	1860
23	11th street, near 4th av..										
24	Horatio st., near 9th av..	50 by 87½ "	6,500	36 by 87 "	3	4	7 by 22 "	.....	13,000	1858	
25	Greenwich st., n. Charlton	25 by 100 "	Leased.	25 by 62 "	3	..	.....	11 by 28 "	5,000	1846	
26	84th street, near 4th av..	.....	Leased.								
27	37th st., near 11th av....	75 by 107 "	3,900	40 by 90 "	3	2	9½ by 25 "	9½ by 24 "	18,000	1854	
28	23d street, near 2d av....	.....	Leased.								

29	19th street, near 1st av...	83 by 92 ft.	$ 7,200	40 by 90 ft.	2	..	40 by 90 ft.	....	$19,000	1854
30	Ward's Island.....									
31	Second st., near Avenue C	.....	Leased.							
32	182d st., near 11th av...	200 by 100 "	$2,000	78 by 40 "	1	2	15 by 20 "	....	6,000	1858
33	Varick st., near Canal..	.....	Leased.							
34	John st., near Nassau....	.....	Leased.							
35	67th st., near Broadway.	.....	Leased.							
Colored Primary Schools.										
No. 1	15th st., near 7th av....	.....	Leased.							
2	2nd st., near Avenue C..	.....	Leased.							
3	2nd st., near Avenue C..	.....	Leased.							

Schedule No. 10.

Showing the Expenses incurred on account of Evening Schools, during the two Terms for 1860.

Expenses of the First Term of Nine Weeks, ending March, 1860:

Teachers' Salaries	$20,743 16
Janitors' Wages	1,293 00
*Lighting	5,710 26
Gas Fixtures, Repairs, &c	241 47
Certificates	341 25
Printing	40 47
Supplies and Incidental Expenses	539 42
Supplies from Depository	1,229 34
	$30,138 37

* $2,231 19 of the above amount was for gas consumed during the previous year.

Expenses of the Second Term of Twelve Weeks, ending December, 1860:

Teachers' Salaries	$30,737 54
Janitors' Wages	1,762 00
Lighting	3,276 23
Gas Fixtures, Repairs, &c	903 33
Certificates	371 25
Printing	728 93
Supplies and Incidental Expenses	683 80
Supplies from Depository	4,710 57
	$43,173 65

RECAPITULATION.

First Term of Nine Weeks	$30,138 37
Second Term of Twelve Weeks	43,173 65
Total	$73,312 02

Schedule No. 11.

Showing the Amounts appropriated for purchase of Sites, the Erection of New Buildings, and Alterations and Repairs to Old Buildings, from 1853 *to* 1860.

PURCHASES OF SITES.

Year.	Ward.	Location.	Size.	Cost.
1854	18th.	Twentieth st., bet. Second and Third avs.	100 ft. by	$13,000
"	18th.	Twenty-second st., bet. Third and Lexington avs.	100 by 75	12,810
"	21st.	Thirty-seventh street, bet. Second and Third avs.	100 by 125	9,990
"	20th.	Twenty-eighth st., bet. Sixth and Seventh avs.	110 by	13,800
1855	10th.	Chrystie, near Delancey st.	100 by 100	18,000
"	9th.	Downing, near Bleecker st.	50 by 75	10,000
"	5th.	West Broadway, near Franklin st.	.....	9,000
1856	6th.	Mott, near Walker st.	50 by 100	11,000
"	21st.	Twenty-eighth street, bet. Second and Third avs.	.....	3,500
"	11th.	Fourth st., bet. avs. B and C.	50 by 98	11,000
1857	4th.	Oliver st.	.....	31,000
"	20th.	Twenty-eighth st., near Ninth av.	.....	17,250
1858	9th.	Horatio st. near	.....	6,500
"	12th.	One hundred and eighty-second st.	.....	2,000
"	13th.	Broome st. near	.....	11,300
"	17th.	Fourteenth street, bet. First and Second avs.	.....	16,000
"	19th.	Seventy-ninth st., bet. Second and Third avs.	.....	4,400
"	21st.	Twenty-seventh and Twenty-eighth sts., bet. Second and Third avs.	.....	11,000
1859	19th.	Additional to Seventy-ninth st.	.....	1,970

FOR NEW BUILDINGS, AND ALTERING AND REPAIRING OLD BUILDINGS.

		Ward School No. 2, 7th Ward.		
1853	Nov. 16	Repairs	$135 64	
1855	June 6	Alterations and additions	12,419 00	
"	Aug. 1	Fitting up and furnishing	5,148 00	
	Dec. 19	Extra work, &c	1,660 29	
1859	April 20	Alterations	1,332 00	
				$20,694 93
		Ward School No. 3, 9th Ward.		
1854	June 28	Alterations and additions	8,775 00	
	July 12	Fitting up and furnishing	2,500 00	
	Dec. 13	Extra work	636 32	
1860	April 25	Rebuilding	36,533 00	
				48,444 32
		Ward School No. 4, 13th Ward.		
1854	April 12	Rebuilding	33,990 00	
1855	Feb. 28	Fitting up and furnishing	7,993 00	
	July 18	Extra work	2,456 74	
1856	May 6	Warming and ventilating	3,220 00	
1859	April 6	Repairing furnaces	650 00	
1860	July 25	Painting and repairing	1,084 86	
				49,394 60
		Ward School No. 5, 14th Ward.		
1854	Dec. 20	Cleaning after use as hospital	584 15	
1856	June 14	Alterations and repairs	10,638 00	
	Sept. 10	Furnishing and fitting up	3,072 75	
	Nov. 5	Stoves	799 82	
1857	May 20	Extra work	126 37	
1860	July 18	Painting	570 00	
				15,791 09
		Ward School No. 6, 12th Ward.		
1858	May 5	Repairs	1,430 00	
	Sept. 8	Refurnishing and heating	1,040 00	
				2,470 00
		Ward School No. 7, 10th Ward.		
1855	April 18	Alterations	1,800 00	
1856	July 16	Furniture	1,056 00	
1858	May 19	Alterations	7,867 00	
	July 7	Painting and varnishing	2,743 00	
	Oct. 27	Extra work	1,324 58	
				14,790 58
		Carried forward	.....	$151,585 52

		Brought forward.....	.....	$151,585 52
		Ward School No. 8, 8th Ward.		
1857	July 1	Refurnishing.....	$3,044 00	
1860	April 25	Repairs.....	600 00	
				3,644 00
		Ward School No. 10, 15th Ward.		
1858	Sept. 8	Rebuilding.....	24,297 00	
1859	April 6	Heating.....	4,000 00	
	May 4	Furnishing.....	4,097 00	
	May 4	Additional.....	93 00	
				32,487 00
		Ward School No. 11, 16th Ward.		
1854	April 26	Rebuilding.....	27,575 00	
	Dec. 13	Plumbing, &c.....	1,360 00	
1855	March 21	Fitting up and furnishing....	6,700 00	
	July 18	Warming apparatus.....	1,750 00	
				37,385 00
		Ward School No. 12, 7th Ward.		
1853	Nov. 16	Repairs.....	445 26	
1856	April 16	Additions and alterations.....	13,165 00	
	July 16	Fitting up and furnishing....	4,565 00	
1857	July 15	Extra work.....	1 93	
1858	April 7	Alterations.....	1,460 00	
	Oct. 12	Extra work.....	68 00	
1860	July 18	Repairs..... ...	1,827 00	
				21,532 19
		Ward School No. 13, 17th Ward.		
1856	Feb. 6	Rebuilding.....	31,764 47	
	Sept. 10	Fitting up and furnishing.....	6,122 40	
1857	May 20	Extra work.....	36 42	
				37,923 29
		Ward School No. 14, 21st Ward.		
1858	Dec. 29	Rebuilding.....	44,878 00	
1859	May 18	Heating pipes.....	635 00	
	June 15	Fitting up temporary accom..	800 00	
1860	April 25	Additional for extra beams...	5,500 00	
	April 25	Extra work.....	997 44	
	Nov. 7	Heating.....	2,000 00	
	Nov. 7	Extra work.....	2,516 50	
				57,326 94
		Carried forward.....	.....	$341,883 94

		Brought forward.....	.....	$341,883 94
		Ward School No. 15, 11*th Ward.*		
1854	April 5	Repairs.....	$425 99	
1855	June 6	Alterations.....	8,190 00	
	Sept. 19	Fitting up and furnishing. ...	4,576 98	
1856	March 12	Extra work.....	3,034 68	
1857	April 1	Repairs.....	313 09	
1858	April 7	Alterations.....	5,500 00	
	July —	Refurnishing.	1,866 00	
	Sept. 18	Repairing furniture.....	640 90	
	Oct. 27	Extra work.....	1,295 18	
				25,342 82
		Ward School No. 16, 9*th Ward.*		
1858	Dec. 29	Alterations.....	13,538 00	
1859	July 6	Ventilating	285 00	
	July 6	Heating.....	2,940 00	
	Sept. 21	Furnishing.....	3,238 00	
	Dec. 7	Extra work.	405 89	
	Dec. 28	" "	66 00	
				20,472 89
		Ward School No. 17, 22*d Ward.*		
1859	April 20	Altering.....	14,484 00	
	Dec. 21	Heating.....	1,169 00	
	Dec. 28	Furnishing.....	4,382 00	
1860	April 4	Extra work.....	177 03	
	June 6	" "	440 56	
	Nov. 7	" "	265 00	
				20,917 59
		Ward School No. 18, 19*th Ward.*		
1855	March 14	Building.....	22,900 00	
1856	Jan. 30	Fitting up, furnishing, and extra work.....	7,734 48	
				30,634 48
		Ward School No. 19, 17*th Ward.*		
1859	Feb. 2	Erecting new building.....	36,866 00	
	Sept. 4	Furnishing.....	4,570 00	
	Oct. 5	Heating.....	1,387 00	
1860	March 7	Extra work.....	347 94	
	June 6	" "	130 44	
	June 20	" "	35 13	
	July 25	" "	27 81	
				43,364 32
		Carried forward.....	.....	$482,616 04

		Brought forward.....	.....	$482,616 04
		Ward School No. 20, 10th Ward.		
1854	May 17	Alterations of water closets...	$594 15	
1856	April 16	Building.....	34,770 04	
1857	Feb. 18	Furnishing.....	7,524 95	
	July 1	Heating.....	1,670 00	
	Oct. 21	Extra work.....	254 40	
				44,813 54
		Ward School No. 21, 14th Ward.		
1858	March 17	Rebuilding.....	24,255 00	
	Sept. 8	Heating.....	3,400 00	
1859	Feb. 2	Furnishing.....	4,050 00	
	March 16	Fence.....	128 75	
	June 8	Extra work.....	456 80	
				32,290 55
		Ward School No. 22, 11th Ward.		
1853	Aug. 10	Class room and furniture.....	6,268 00	
1856	Oct. 1	Furniture for Prim. Dep.....	1,108 00	
1857	April 1	Repairs	1,730 28	
				9,106 28
		Ward School No. 23, 6th Ward.		
1853	June 15	Alterations and repairs.....	1,792 60	
1856	June 4	" "	7,511 00	
	July 2	Fitting up and furnishing.....	2,636 00	
1858	July 7	Painting.....	460 00	
	Oct. 6	.....	60 00	
				12,459 60
		Ward School No. 24, 6th Ward.		
1853	June 15	Alterations and repairs.....	1,475 55	
1855	July 18	" "	9,165 00	
	Dec. 19	Fitting up and furnishing....	2,652 60	
1856	Feb. 20	Extra work.....	1,581 88	
1858	July 7	Painting.....	460 00	
	Oct. 6	"	25 00	
				15,360 03
		Ward School No. 26, 4th Ward.		
1857	Dec. 16	Stoves.....	303 68	
	July 1	Fitting up.....	300 00	
1858	March 17	Extra work.....	487 12	
				1,090 80
		Carried forward.....	.....	$597,736 84

		Brought forward.....	.....	$597,736 84
		Ward School No. 28, 22d Ward.		
1860	April 4	Altering and repairing.....	$6,189 00	
	May 16	" "	6,870 00	
				13,059 00
		Ward School No. 29, 1st Ward.		
1853	Oct. 12	Raising Building.....	.....	2,125 22
		Ward School No. 30, 14th Ward.		
1857	April 15	Alterations.....	4,575 00	
	July 1	Refurnishing.....	2,719 70	
1858	March 8	Extra work.....	277 14	
1860	July 18	Painting.....	490 00	
				8,061 84
		Ward School No. 31, 7th Ward.		
1853	Nov. 16	Repairs.....	246 90	
1854	Sept. 20	Erecting class rooms.....	500 00	
	Oct. 18	" "	654 00	
1857	June 3	Alterations.....	15,335 00	
	Dec. 30	Extra work.....	1,595 53	
	Oct. 21	Repairing.....	4,928 54	
				23,259 97
		Ward School No. 32, 20th Ward.		
1853	Feb. 6	Grading, &c.....	233 46	
	Aug. 10	Painting.....	680 00	
1854	Feb. 17	Alterations.....	725 00	
1856	July 20	Alterations and water closets..	1,700 00	
1857	April 1	Repairs.....	45 57	
	Dec. 16	Alterations.....	1,500 00	
1858	June 9	Painting.....	869 00	
				5,753 03
		Ward School No. 33, 20th Ward.		
1857	April 15	New building.....	32,771 00	
	Sept. 2	" "	587 15	
	July 1	Heating.....	1,210 00	
	Oct. 21	Furnishing.....	5,242 00	
	Oct. 21	Extra work.....	610 00	
1858	June 9	Heating.....	2,154 16	
	March 17	Extra work.....	842 28	
				43,416 59
		Carried forward.....	.....	$693,412 49

		Brought forward.....	.....	$693,412 49
		Ward School No. 34, 13th Ward.		
1856	May 14	Alterations and repairs.....	$6,835 00	
	June 4	Additional "	557 00	
	July 16	Fitting up and furnishing....	4,598 00	
1857	Feb. 18	Repairs.....	934 71	
	July 15	Extra work.....	171 86	
	July 15	" "	50 00	
	July 15	Heating.....	2,024 00	
1858	Dec. 8	Furnaces.....	257 85	
1860	Dec. 19	Heating apparatus.....	957 00	
				16,385 42
		Ward School No. 35, 15th Ward.		
1853	Aug. 10	Repairs and furnishing.....	4,341 00	
	Nov. 16	Furniture.....	94 00	
1857	July 15	Repairs.....	2,200 00	
				6,635 00
		Ward School No. 36, 11th Ward.		
1853	Aug. 10	Class rooms and furniture....	1,105 00	
1854	April 5	Alterations and repairs.....	287 41	
1855	April 18	Repairs.....	292 94	
	June 6	Additions and repairs.....	8,050 00	
	Sept. 19	Fitting up.....	5,243 02	
1856	March 12	Extra work.....	3,541 67	
1857	April 1	Repairs.....	1,005 44	
				19,525 48
		Ward School No. 37, 12th Ward.		
1853	June 1	Building.....	17,147 00	
1854	March 15	Extra work.....	110 00	
	April 26	Fitting up and furnishing....	3,158 00	
	July 12	Drains, &c.....	1,141 00	
	Sept. 20	Furnace.....	900 00	
	Dec. 13	Warming apparatus.....	300 00	
1855	April 4	Grading.....	870 00	
				23,626 00
		Ward School No. 38, 8th Ward.		
1853	Aug. 10	Water closets and repairs.....	670 00	
1856	April 16	Furniture Grammar Dep.....	1,965 00	
	Sept. 10	Furnaces.....	1,150 00	
1858	March 3	Alterations.....	9,125 00	
	May 19	"	220 00	
	July 21	Rebuilding wall.....	1,500 00	
	Sept. 8	Refurnishing and heating.....	2,765 00	
	Dec. 15	Extra work.....	206 18	
		Carried forward.....	$17,601 18	$759,584 39

		Ward School No. 38—Continued.		
		Brought forward.....	$17,601 18	$759,584 39
1858	Dec. 15	Extra work.....	104 60	
1859	Feb. 2	" "	106 50	
	June 15	Painting.....	244 00	
1860	July 18	Extra work.....	99 00	
				18,155 28
		Ward School No. 39, 12*th Ward.*		
1856	Dec. 30	Alterations.....	6,744 00	
1857	Oct. 21	Extra work.....	135 15	
				6,879 15
		Ward School No. 40, 18*th Ward.*		
1853	Nov. 30	Repairs.....	390 63	
1855	July 18	"	1,100 00	
1858	March 24	"	3,000 00	
	April 21	"	568 69	
	June 9	"	590 00	
	July 21	Painting.....	475 00	
	May 19	Refurnishing Grammar Dep..	1,500 00	
	July 21	Refurnishing Primary " ..	700 00	
	Dec. 15	Extra work.....	51 00	
1859	Oct. 26	Furnishing class rooms.....	300 00	
				8,675 32
		Ward School No. 41, 9*th Ward.*		
1853	Jan. 12	Alterations	554 23	
	June 1	Repairing furnaces.....	300 00	
1857	Oct. 21	Addition to W. S. 41.....	425 00	
	July 15	" "	1,562 00	
				2,841 23
		Ward School No. 42, 10*th Ward.*		
1854	Feb. 1	Reseating class rooms.....	925 00	
	May 17	Altering water closets..	605 85	
1860	April 4	Altering and repairing.....	6,128 00	
	June 20	Furnishing.....	3,432 00	
	June 20	Heating.....	1,347 00	
	Oct. 24	Extra work.....	102 03	
				12,539 88
		Ward School No. 43, 12*th Ward.*		
1853	Sept. 12	Building.....	15,513 06	
1854	Dec 13	Fitting up and furnishing	2,993 00	
	Dec. 13	Extra work.....	348 29	
1855	June 6	Stoves.....	440 30	
				19,294 65
		Carried forward.	.....	$827,969 90

			Brought forward.....	.....	$827,969 90
			Ward School No. 44, 5th Ward.		
1853	May	4	Carpenters' work.....	$735 75	
1856	May	7	Building addition.....	9,565 00	
	July	2	Cellar.....	704 00	
	Oct.	1	Furniture.....	1,296 12	
	Dec.	30	Extra work.....	563 74	
1857	Oct.	21	" "	100 00	
	July	15	Painting.....	800 00	
					13,764 61
			Ward School No. 45, 16th Ward.		
1858	Jan.	13	Repairs.....	6,500 00	
1859	June	15	Alterations.....	4,389 00	
	Sept.	7	Extra work.....	400 00	
	Sept.	21	Furnishing wings.....	470 00	
	Oct.	26	Extra work.....	91 39	
1860	July	25	Painting.....	195 00	
					12,045 39
			Ward School No. 46, 12th Ward.		
1853	June	12	Grading.....	600 00	
1860	June	20	Altering and repairing.....	3,655 00	
	Oct.	24	Furnishing.....	790 00	
					5,045 00
			Ward School No. 47, 15th Ward.		
1855	Feb.	28	Building.....	29,580 00	
	Oct.	8	Fitting up and furnishing....	7,249 76	
			Plumbing..... ...	781 10	
	Dec.	12	Warming apparatus.....	2,100 00	
1856	Feb.	6	Extra work.....	2,899 59	
1859	May	18	Furnishing..... ..	500 00	
1860	May	16	Painting.....	760 00	
					43,870 45
			Ward School No. 48, 20th Ward.		
1854	June	14	Building.....	31,165 00	
	Sept.	6	Warming and ventilating.....	3,590 00	
	Dec.	30	Extra masons' work.....	2,600 00	
1855	Aug.	1	Furnishing.....	4,991 00	
	Dec.	12	Fitting up and extra work....	4,672 91	
1857	April	1	Heating.....	2,300 00	
	April	1	Repairs.....	197 50	
	July	15	Heating.....	1,200 00	
1858	Sept.	15	"	2,300 00	
	Dec.	15	Extra work.....	179 33	
1860	April	4	Altering and repairing P. Dep.	1,217 00	
	Nov.	7	Extra work.....	45 75	
					54,458 49
			Carried forward.....	.....	$957,153 84

		Brought forward.....	.....	$957,153 84
		Ward School No. 49, 21st Ward.		
1854	Aug. 9	Building.....	$26,300 00	
	Sept. 6	Additional....	2,600 00	
	Dec. 20	Pipes and flues.....	425 00	
1855	Feb. 28	Gas pipes.....	133 00	
	June 6	Warming apparatus..... ...	1,233 76	
	June 20	Fitting up and furnishing	6,905 50	
	Dec. 12	Extra work.....	2,946 36	
1856	July 30	Ventilators..... .	450 00	
				40,993 62
		Ward School No. 50, 18th Ward.		
1854	Sept. 6	Building.....	23,680 00	
1855	April 18	Gas pipes..... ..	255 00	
	June 30	Fitting up and furnishing....	9,253 12	
	Oct. 3	Warming apparatus.....	800 00	
1856	Feb. 6	Extra furniture.....	198 25	
	July 2	Building addition.....	3,820 00	
	July 16	" "	70 00	
	Oct. 1	Furnishing.....	981 75	
	Nov. 12	Furnishing additional.....	71 00	
1857		Extra work.....	405 95	
				39,535 07
		Ward School No. 51, 22d Ward.		
1858	April 7	Erection.....	24,277 00	
	June 16	Heating.....	2,500 00	
	Dec. 8	Furnishing.....	4,475 75	
	Oct. 6	Wall.....	650 00	
1859	March 16	Extra work.....	539 96	
	May 10	" "	169 50	
	Sept. 21	" "	78 77	
				32,690 98
		Ward School No. 52, 12th Ward.		
1857	June 3	Building.....	13,696 00	
	Dec. 30	Furnishing.....	2,522 98	
1858	May 19	Extra work.....	1,288 80	
	May 19	" "	29 40	
				17,537 18
		Total for Ward Schools...	.....	$1,087,910 69

		Primary No. 1, 10th Ward.		
1858	Dec. 29	Refurnishing.....	$3,249 00	
1859	March 2	Painting.....	545 00	
				$3,794 00
		Primary No. 3, 11th Ward.		
1854	July 26	Rebuilding.....	3,423 00	
	Nov. 1	Fitting up and furnishing....	2,927 00	
1857	April 1	Repairs.....	175 75	
				6,525 75
		Primary No. 4, 7th Ward.		
1854	Sept. 20	Addition.....	500 00	
	Oct. 18	"	653 00	
				1,153 00
		Primary No. 5, 11th Ward.		
1857	April 6	Repairing old building.....	80 95	
	July 15	New building.....	16,392 00	
	Nov. 18	Furnishing.....	2,502 00	
1858	Feb. 3	Heating.....	1,800 00	
	April 7	Heating additional.....	25 00	
	Dec. 3	Extra work.....	532 24	
	May 5	" "	294 44	
	May 19	" "	123 14	
				21,749 77
		Primary No. 6, 8th Ward.		
1860	June 20	Altering and repairing.....	.....	1,735 20
		Primary No. 8, 6th Ward.		
1857	April 15	New building.....	16,392 00	
	Oct. 7	Furnishing.....	1,929 00	
1858	April 7	Heating.....	1,200 00	
	April 7	Extra work.....	49 74	
	April 28	" "	185 74	
				19,756 48
		Primary No. 13, 9th Ward.		
1856	May 21	Fitting up.....	1,905 50	
	Sept. 10	Furnishing	1,050 00	
	Dec. 30	Extra mason work.....	80 00	
				3,035 50
		Carried forward.....	.....	$57,749 50

		Brought forward.....	.....	$57,749 50
		Primary No. 14, *4th Ward.*		
1860	March 21	Erection.....	$18,655 00	
	Dec. 19	Furnishing.....	2,172 00	
				20,827 00
		Primary No. 15, *1st Ward.*		
1853	Sept. 28	Repairs.....	....	883 00
		Primary No. 16, *18th Ward.*		
1858	Dec. 15	Taking down wall.....	.....	125 00
		Primary No. 19, *16th Ward.*		
1860	July 25	Repairing.....	864 00	
	July 25	Painting	135 00	
				999 00
		Primary No. 20, *18th Ward.*		
1859	May 11	New building.....	15,273 00	
	Oct. 5	Heating.....	2,000 00	
1860	Feb. 1	Extra work.....	77 86	
	March 7	Furnishing.....	1,895 00	
				19,245 86
		Primary No. 21, *13th Ward.*		
1858	Dec. 29	Alterations.....	.....	276 00
		Primary No. 22, *17th Ward.*		
1860	March 7	Altering building (formerly W. S. 19).....	7,082 00	
	June 6	Furnishing.....	2,149 00	
	June 20	Extra work.....	75 00	
	June 20	Heating..... ..	745 00	
				10,051 00
		Primary No. 24, *9th Ward.*		
1858	July 7	Rebuilding.....	12,945 61	
	Dec. 8	Painting additional	25 00	
	Sept. 8	Heating.....	1,995 00	
1859	Jan. 1	Furnishing.....	1,945 00	
	March 6	Extra work.....	210 45	
	Sept. 7	" "	25 00	
				17,146 06
		Carried forward..	.....	$125,802 42

		Brought forward.....	.....	$125,802 42
		Primary No 26, 19th Ward.		
1858	May 5	Fitting up.....	.....	200 00
		Primary No. 27, 20th Ward.		
1853	July 6	Building.....	$15,929 51	
1854	April 12	Extra work, &c.....	2,450 00	
	July 12	Furnishing.....	1,875 00	
	Dec. 20	Fitting up, &c.....	2,185 00	
1855	Aug. 1	Addition.....	124 84	
1857	April 1	Repairs.....	58 65	
				22,623 00
		Primary No. 29, 18th Ward.		
1853	Dec. 30	Building.....	11,350 00	
1854	Feb. 15	Drains, &c.....	1,000 00	
	May 17	Extra work.....	320 75	
	July 12	Furnishing large room.....	950 00	
	July 12	Fitting up.....	1,021 76	
	Nov. 22	Heating pipes.....	300 00	
1856	March 19	Extra work.....	255 52	
				15,198 03
		Primary No. 31, 11th Ward.		
1857	April 1	Repairs.....	.....	48 82
		Primary No. 32, 12th Ward.		
1858	March 17	Building.....	6,325 00	
	July 21	Furnishing.....	1,335 00	
	Dec. 15	Well.....	300 00	
1859	March 16	Extra work.....	80 00	
				8,040 00
		Primary No. 33, 5th Ward.		
1858	Dec. 15	Fitting up.....	.....	1,000 00
		Primary No. 36. 19th Ward.		
1860	Feb. 15	Fitting up.....	.....	400 00
		Primary No. 37, 3d Ward.		
1860	Feb. 1	Fitting up.....	.....	2,000 00
		Total for Prim. Schools.	.....	$176,312 27

		Colored School No. 1, 14th Ward.		
1859	March 16	Building.....	$13,848 00	
1860	Jan. 18	Furnishing.....	2,481 00	
	Feb. 1	Extra work.....	44 56	
				$16,373 56
		Colored School No. 2, 8th Ward.		
1859	June 15	Repairs.....	300 00	
	June 15	"	1,516 00	
	Sept. 21	Extra work.....	53 97	
	Nov. 2	Repairs.....	2,500 00	
				4,369 97
		Colored School No. 5, 5th Ward		
1858	April 7	Alterations.....	.....	300 00
		Colored School No. 6, 20th Ward.		
1853	June 1	Fitting up.....	300 00	
1854	May 17	"	275 00	
				575 00
		Colored School No. 7, 16th Ward.		
1860	July 25	Fitting up (formerly P. 14)...	.....	300 00
		Total for Colored Schools.	.....	$21,918 53

WARD SCHOOL No. 3.

The new School-House of Ward School No. 3, is built upon the site corner of Hudson and Grove streets, in the Ninth Ward.

The building formerly occupying this site, was erected in 1821, for the "Public School Society," and had, at the time of its demolition, been used for school purposes, and known as School No. 3; it had been "altered," and "repaired," and "refurnished," besides having been several times "slightly burnt" during the "forty, save one," years of its continuance. The demand for more and better accommodations, including "modern improvements," induced the School Officers, on the 1st of February, 1860, to apply for authority to rebuild, which was granted by the Board of Education, on the 7th of March following.

Proposals were received until the 2d of April; taking down the old building was commenced about the 1st of May; and the new building is expected to be ready for the reception of scholars by the 1st of May, 1861.

The entire cost of building, heating, and furniture, will be about $45,400.

The size of the lot is 71 feet on Hudson street, 148 feet on Grove street, 110 feet 7 inches on the north side.

The style of the fronts, the arrangement of the rooms in the building, the location of yards and water-closets, may be ascertained by referring to the annexed engravings.

The main building is 48 by 116 feet; extension on Hudson street, 23 by 26 feet; wing on north side, 23 by 39½ feet; stair building, 9 by 20 feet.

Height of stories, cellar 8 feet; first story 9 feet; second and third stories, each 14 feet; fourth story 17 feet, all in the clear.

The Primary Department has a reception room 43½ by 40 feet; gallery room 43½ by 34 feet, and seven class rooms, averaging 16 by 20 feet, in second story, and two class rooms

in first story, 18 by 22 feet each; total seating, sufficient for 1,200 scholars.

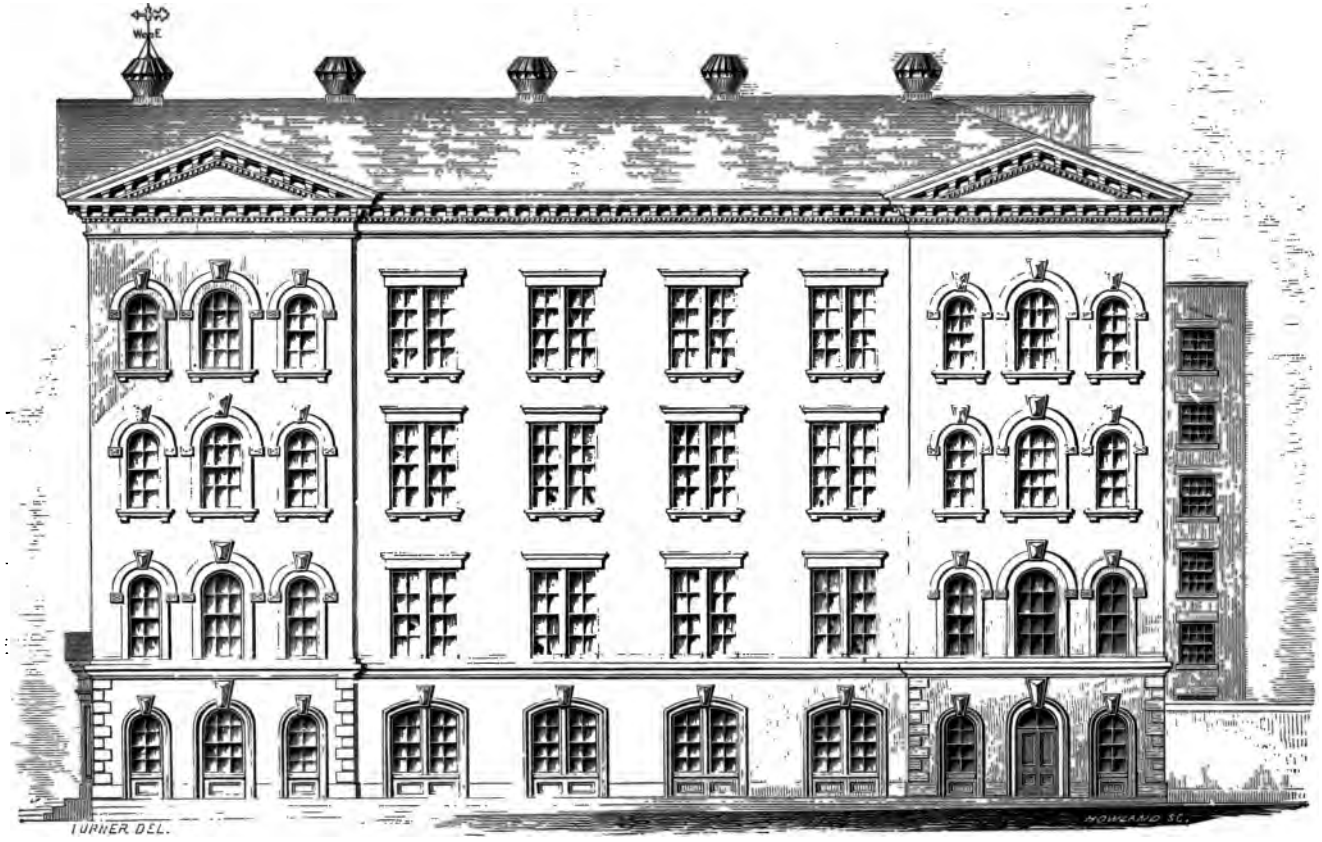
The Girls' Grammar Department in third story, and Boys' Grammar Department in fourth story, have each a reception room 44 by 55 feet, one class room 44 by 19 feet, and seven class rooms, averaging 16 by 20 feet; with seating sufficient for 740 scholars in each department, making a total of 2,680 seats in all the departments.

The furniture is all to be of the most approved pattern, made of cast iron, and cherry wood, varnished; each class room will have a wardrobe for the scholars' clothing; the wardrobes for fourth story class rooms (which are not shown on the engravings) will be the same as shown on the engraving No. 4, plan of third story.

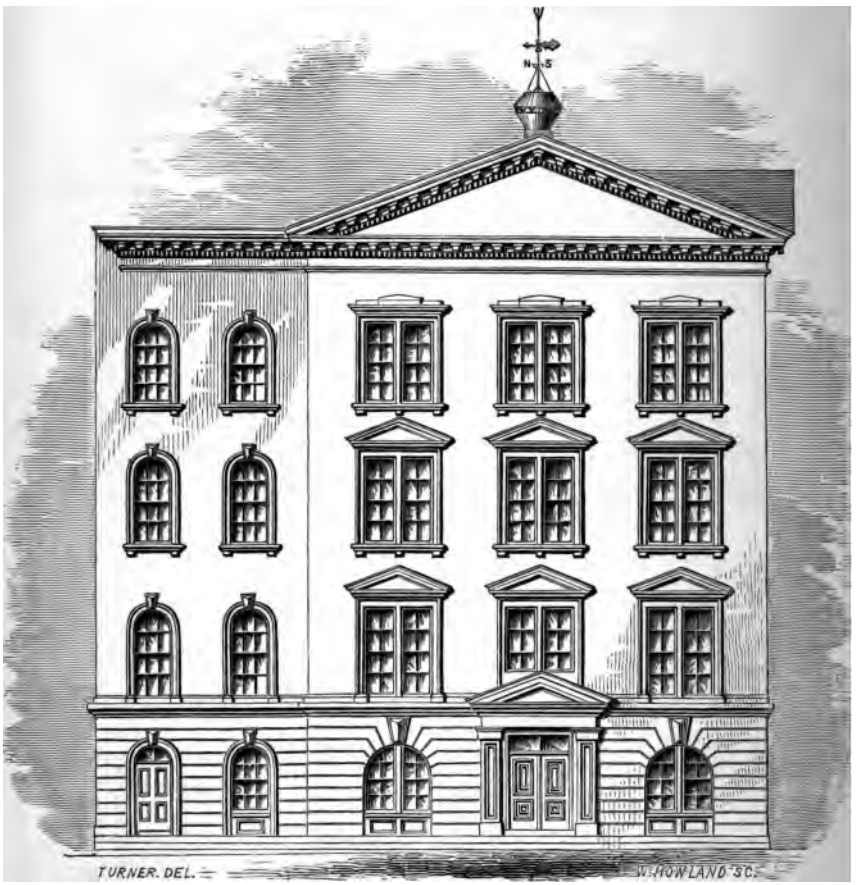
The building is heated and ventilated by "Baker's Improved Low-pressure, Self-regulating Steam-warming and Ventilating Apparatus," in connection with five of "Miller's 30-inch ventilators" placed along the ridge of the roof

All the rooms, halls, and stairways, are furnished with pipes for gas; each story has, also, basins and pipes for Croton water. All the waste pipes, rain water leaders, and soil pipes, are connected with drains leading to the street sewer.

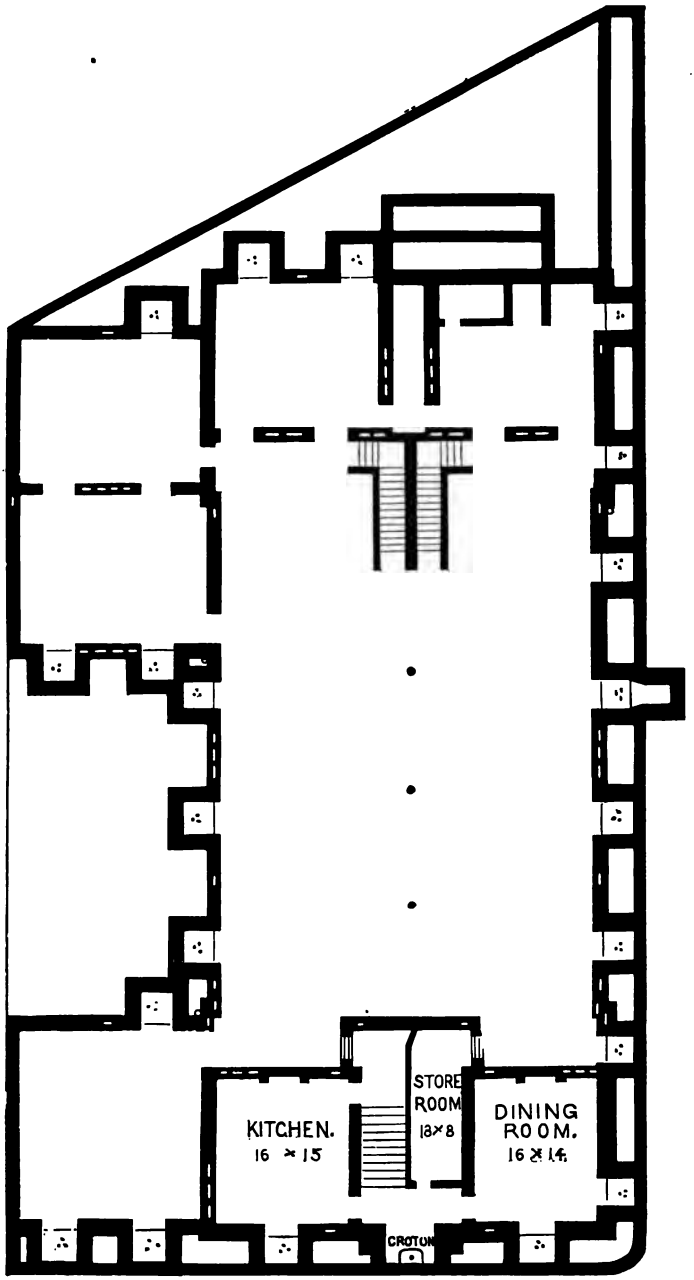
The materials used in the construction of the building are of the same kind as used for other schools, the brick work of the fronts being of Philadelphia pressed brick. All the window trimmings, and the first story front on Hudson street, the water-tables, belt-course, window trimmings of first story, and the sills, lintels, keystones, and corbels, of other windows on Grove street front, are of polished brown stone. The main cornice is of wood, painted and sanded in imitation of brown stone. The roofs are covered with tin, roof-gutters on rear are of copper; the stairs for scholars are of polished bluestone, the sides being faced with Collabar brick. All the windows, except on rear stairs, have inside blinds, painted a light straw color; the rooms are all wainscoted to the height of the window-sills; the wainscot, doors, trimmings, &c., being grained in imitation of oak, and varnished.



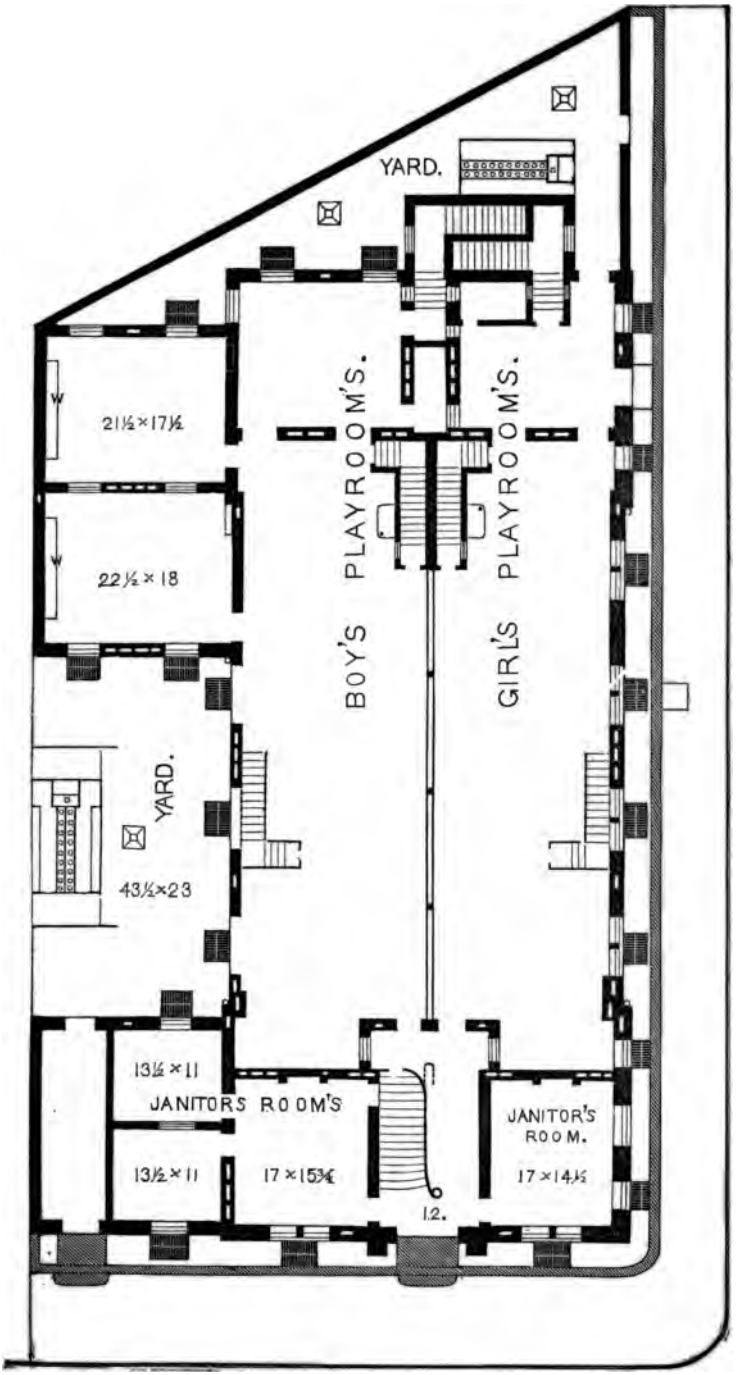
FRONT ELEVATION, (GROVE STREET,) WARD SCHOOL No. 3, CORNER OF HUDSON AND GROVE STREETS, NINTH WARD.



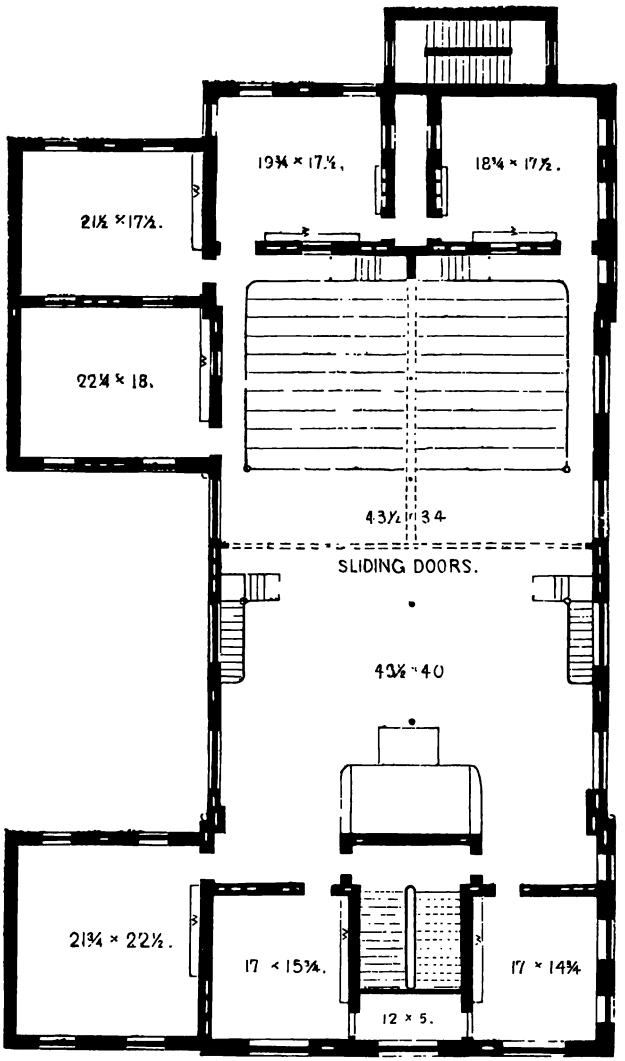
FRONT ELEVATION, (HUDSON STREET,) WARD SCHOOL No. 3, CORNER OF HUDS AND GROVE STREETS, NINTH WARD.



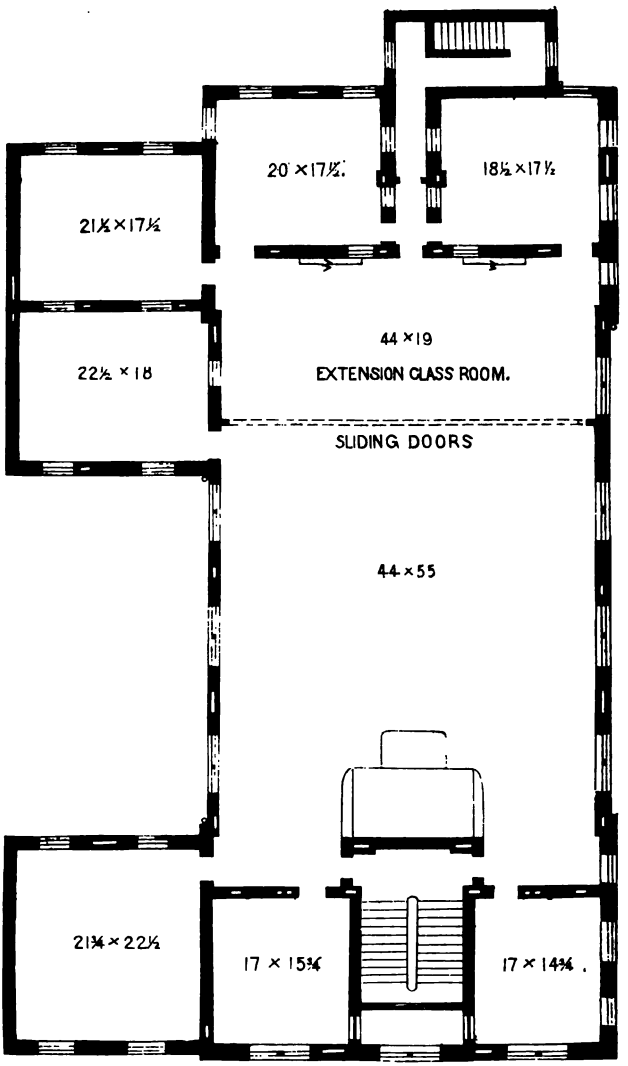
No. 1.—PLAN OF CELLAR, WARD SCHOOL No. 3, NINTH WARD.



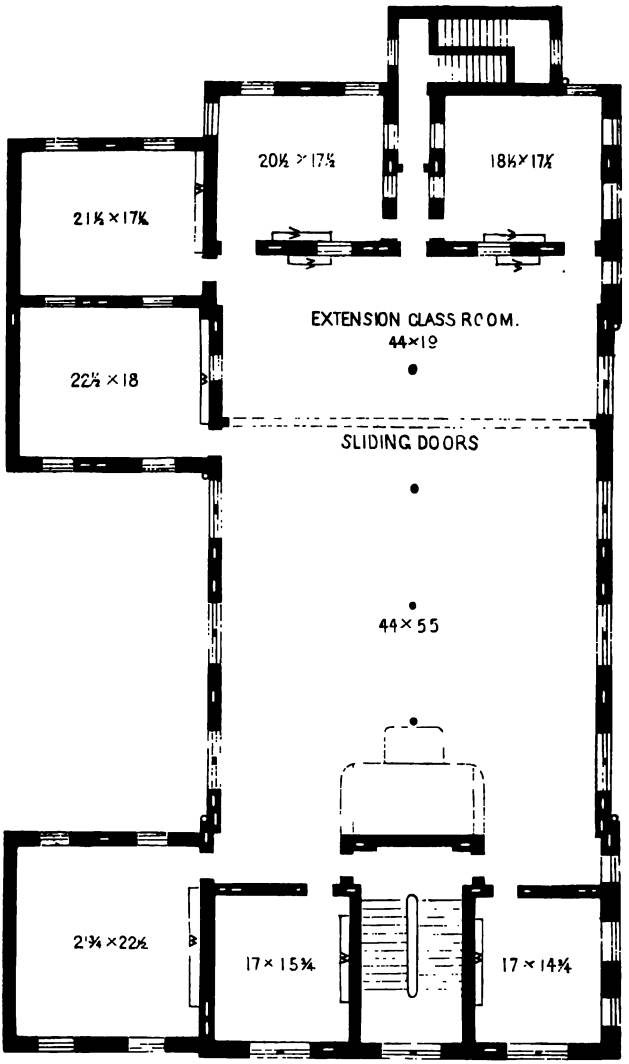
No. 2.—PLAN OF FIRST STORY AND YARDS, WARD SCHOOL No. 3, NINTH WARD.



No. 3.—PLAN OF SECOND STORY, PRIMARY DEPARTMENT, WARD SCHOOL No. 3, NINTH WARD.



No. 4.—PLAN OF THIRD STORY, GIRLS DEPARTMENT, WARD SCHOOL No. 3 NINTH WARD.



No. 5.—PLAN OF FOURTH STORY, BOYS DEPARTMENT, WARD SCHOOL, No. 3 NINTH WARD.

WARD SCHOOL No. 14.

The new School-House of Ward School No. 14 is located on the north side of Twenty-seventh street, between Second and Third avenues, in the Twenty-first Ward. A portion of the site on which the new building has been erected was formerly occupied by "Public School No. 15," originally erected for the "Public School Society" in 1835; destroyed by fire in 1848, and rebuilt, in a somewhat improved manner, in 1849; and in 1853 it became "Ward School No. 14." As the building was designed especially for the "monitorial system," it was found to be but poorly adapted to the improved method of instruction, and insufficient for the wants of the greatly increased population in the vicinity.

Contracts for the erection of the new building were made in December, 1858; the demolition of the former building commenced February 2, 1859.

The style of the front of the building, the shape and location of the wings, yards, play-rooms, class-rooms, and the general arrangement of the interior of the building, &c., are shown on accompanying engravings, marked "Front Elevation," and plans Nos. 1, 2, 3, 4, and 5.

The entire front of the building, as shown on Twenty-seventh street, is 105 feet; side entrances for girls to Grammar and Primary Departments are 10 feet each; the size of the lot being 125 feet front on Twenty-seventh street, and of the same width for 100 feet towards Twenty-eighth street; from thence to Twenty-eighth street the plot is divided (as may be seen by reference to engraving No. 2), leaving play-grounds for boys of the Grammar and Primary Departments, with entrances from Twenty-eighth street; the entire depth of lot from street to street is 200 feet. The same engraving also shows the division of the first story into rooms for the Janitor (who resides in the building), play-rooms of the several departments, and four class-rooms, each 14 by 23 feet, for the use of the Primary Department; and a "Trustees' room," where the

"School Officers of the Ward" meet for the transaction of business connected with the schools under their charge.

Engraving No. 1 shows the plan of the cellars, which are 7 feet high, and are used for the storage of fuel, and the furnaces for warming the building; two of the front rooms are used by the Janitor as kitchen, &c.

Engravings Nos. 3, 4, and 5, will be readily understood upon inspection, the dimensions of the rooms being marked on each.

The first story, all window trimmings and quoins on the front, are of "Portland stone," polished; the roof cornice is of wood, painted and sanded, to correspond with the stone work; other parts of the front and the sides of the front wings are faced with Philadelphia pressed brick, laid in white putty mortar.

The floors are all of narrow Georgia pine plank, blind nailed to strips, and supported on wrought iron beams and girders, and brick arching between the beams, the girders are supported by cast iron columns; all the walls (including partitions) are of brick, and the stairs, except in front, are of blue stone, enclosed with brick walls, making the flooring supports and stairs entirely fire-proof.

The dimensions of the building are as follows: Main building (cellar, first, and second story) 55 feet front by 128 feet deep; see engravings Nos. 1, 2, 3. Third and fourth story, 55 feet front by 100 feet deep; see engravings Nos. 4 and 5. Two front wings, each 25 by 26 feet; two rear wings, each 25 by 41 feet; height of first story, 9 feet; second story, 13½ feet; third story, 13½ feet; fourth story, 16 feet; all in the clear.

The "Primary Department" contains an assembly-room, gallery-room, and ten class-rooms, all in the second story, and four class-rooms in first story, making fourteen class-rooms in all, with seats in class-rooms for 1,150 scholars; in gallery-room, seats for 384 scholars; in assembly-room, seats for 490 scholars, making a total of 2,024 seats. For dimensions of rooms, see engravings.

The "girls" and "boys" departments each consist of an assembly-room and ten class-rooms; the girls occupying the third, and the boys the fourth story; each department having ample accommodations for 550 scholars in class-rooms, and 420 in each assembly-room; total in each department, 970.

Grand total of all the departments, 3,964 seats; or, exclusive of assembly-rooms, 2,634. For dimensions and locations of rooms see engravings.

There are ample play-rooms and grounds attached to the School, which not only afford healthful exercise, but as the recreations of all the departments occur simultaneously, quiet is maintained during the hours of study and recitation, ministering to the comfort and success of the scholars. The play-rooms and grounds have an area of about fifteen thousand square feet, and are divided into four sections, separating the sexes, and also the larger from the smaller pupils.

The furniture, manufactured by the "J. L. Mott Iron Works," is substantial, of chaste style, and improved character. The chairs are of enlarged dimensions, with revolving seats, higher and broader backs, and wood back-rail. The desks have central pedestal supports, affording less obstruction and greater facility to the movements of the pupils; especially valuable in Female Departments.

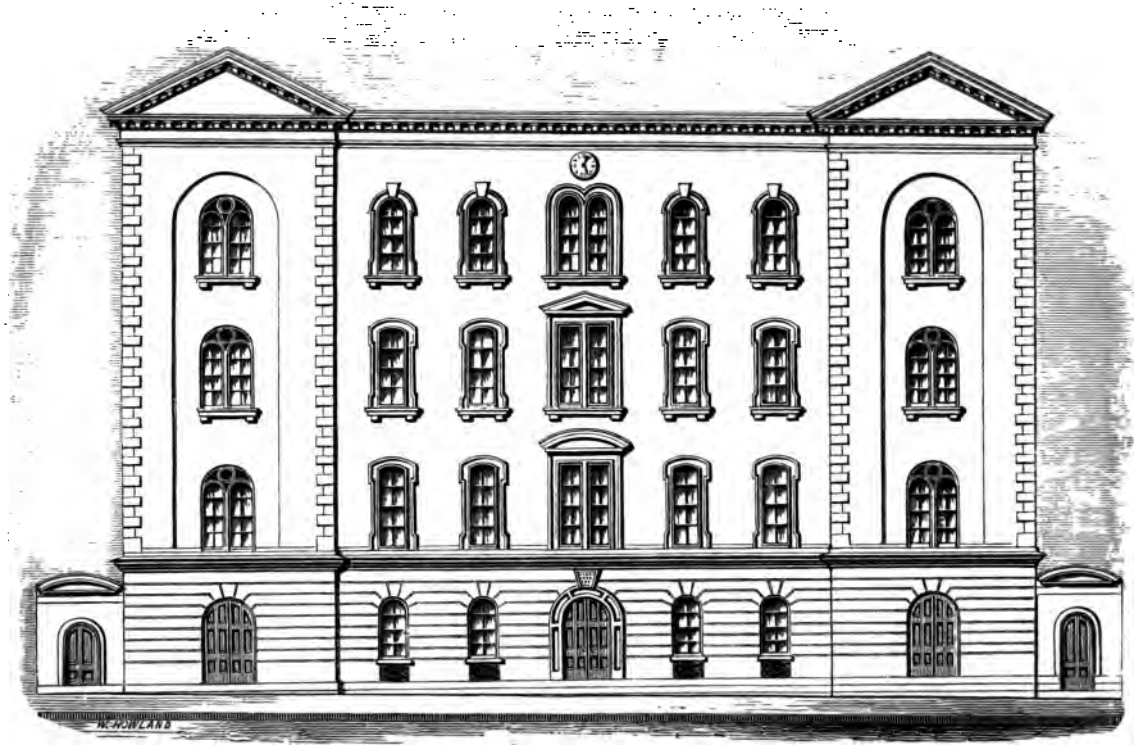
The assembly-rooms of all the departments are seated with "fancy open-back lifting-seat settees;" of those in the Grammar Departments, each alternate one (from front to rear) is furnished with a "writing shelf," attached to the back of the settee, and so arranged that it can be adjusted for writing purposes as may be required. A portion of the class-rooms of each department are furnished with writing desks, others with "lifting-seat class-room settees;" each class-room has also a wardrobe for the scholars' clothing, the panels of the wardrobe doors being prepared and used for blackboard purposes. A bell, or gong, is placed in each class-room and play-room, operated at the "Principal's" platform of the department to which they belong; speaking tubes are also inserted, extending to the several departments, and to the Janitor's room. Each department, and the front of the building (see "Elevation") is furnished with a clock dial, the "hands" on all indicating precisely the same "time;" all being operated by the same machinery, placed in the fourth story of the building. The building throughout is furnished with all the latest and most improved styles of all articles necessary for the convenience, comfort, and encouragement of teachers and scholars.

The heating is successfully accomplished by nine of Messrs. Culver, Simonds & Co's Furnaces, set in couples, except one for the "extension." The arrangement is somewhat peculiar, and worthy of special notice.

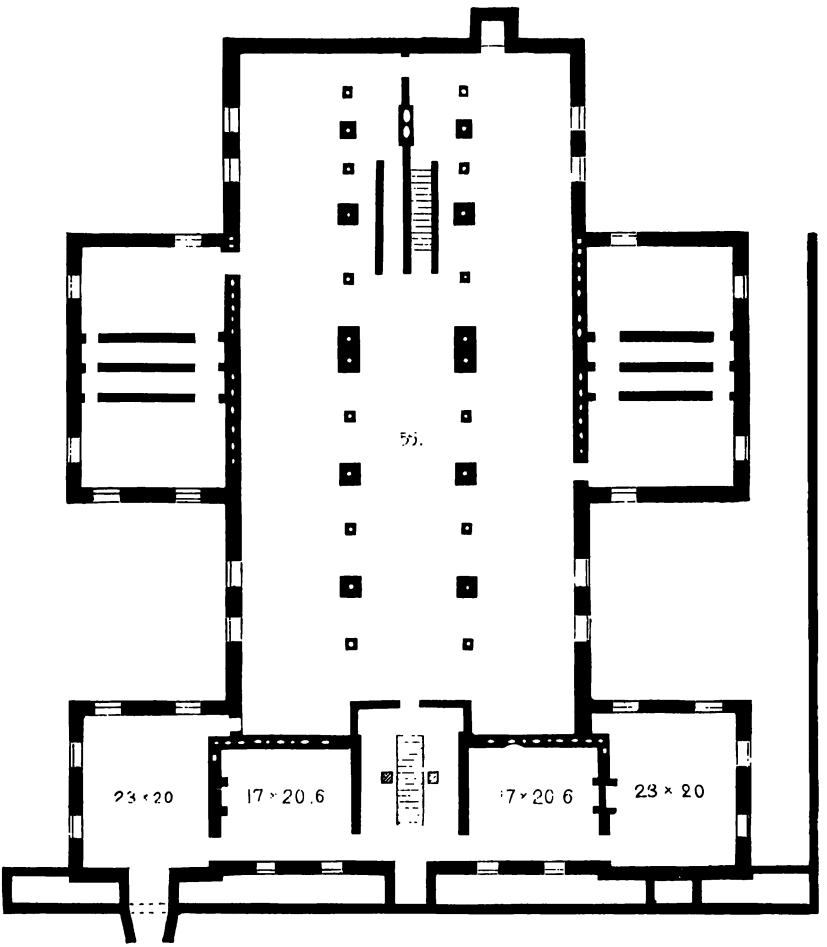
The hot air for warming all the rooms of the building is transmitted through tin pipes, placed in the brick walls, extending from the furnace chambers in the cellar to each room to be warmed, in the usual manner, having, however, this peculiarity: the hot air chambers and the tin pipes are of much larger size than is generally used, and the advantage of having a large quantity of air of comparatively low temperature supplied to the rooms, instead of the intensely hot air usually supplied by hot air furnaces, will be at once acknowledged. The arrangement in this school has proved an entire success, and operates very satisfactorily in every respect. The ventilation of the rooms is effected by flues constructed in the brick walls (the thickness of the walls allowing ample space), and controlled by two hundred valve registers, placed in the various rooms; all the flues discharge in the attic, under the roof; five 30-inch ventilators are placed along the ridge of the roof, at proper distances from each other, making altogether, it is considered, a thorough system of ventilation, or as near so as possible, without using motive power.

The cellar, first, and fourth stories, and stairways, are furnished with pipes for gas, for evening school purposes; all the stories are supplied with Croton water-pipes, with basins, sinks, waste-pipes, &c.; the rain-water leaders, soil-pipes from water-closets, and all waste-pipes, are connected with drains leading to the street sewers.

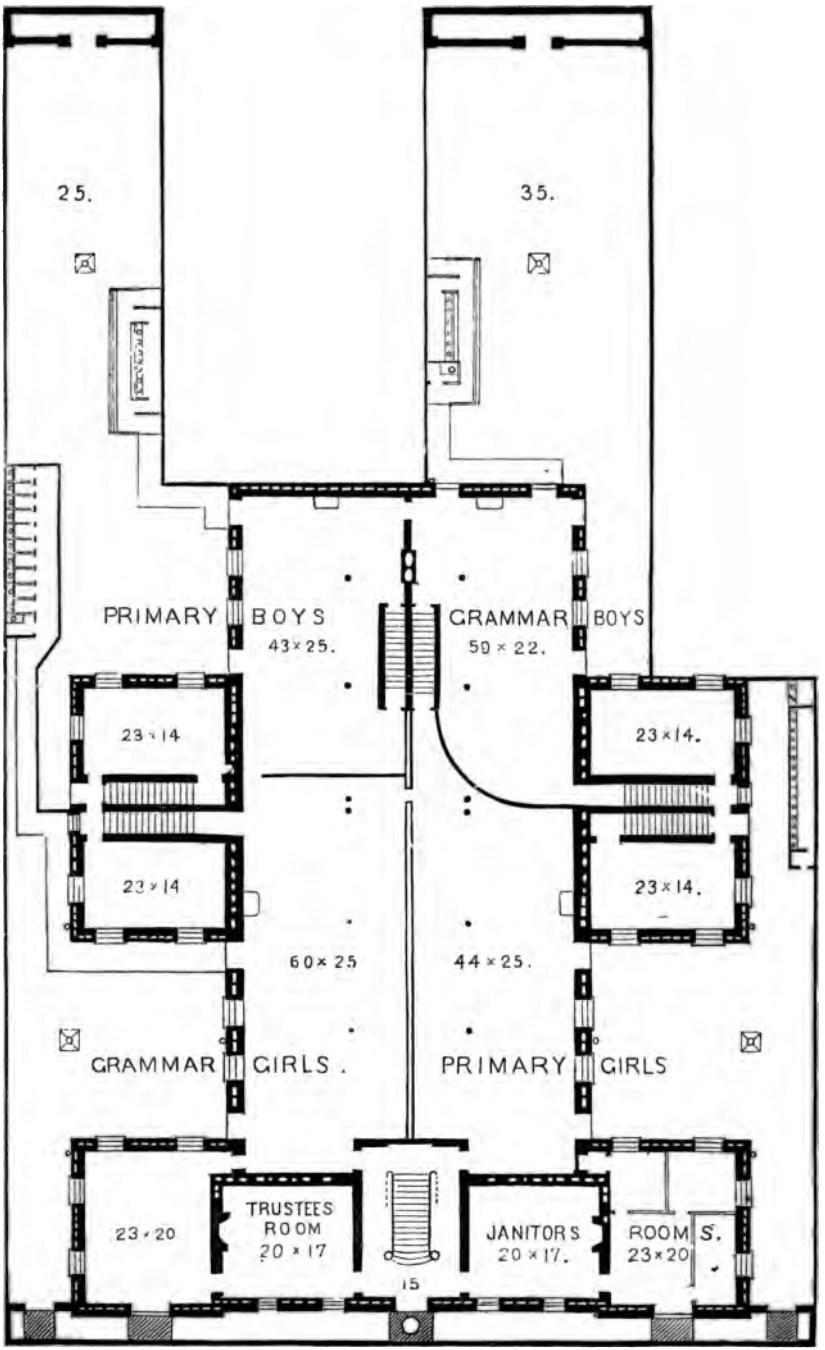
The entire cost of building, heating apparatus, and furniture, is about $70,000. Site (equal to eight "city lots") valued at $30,000. Total valuation, $100,000.



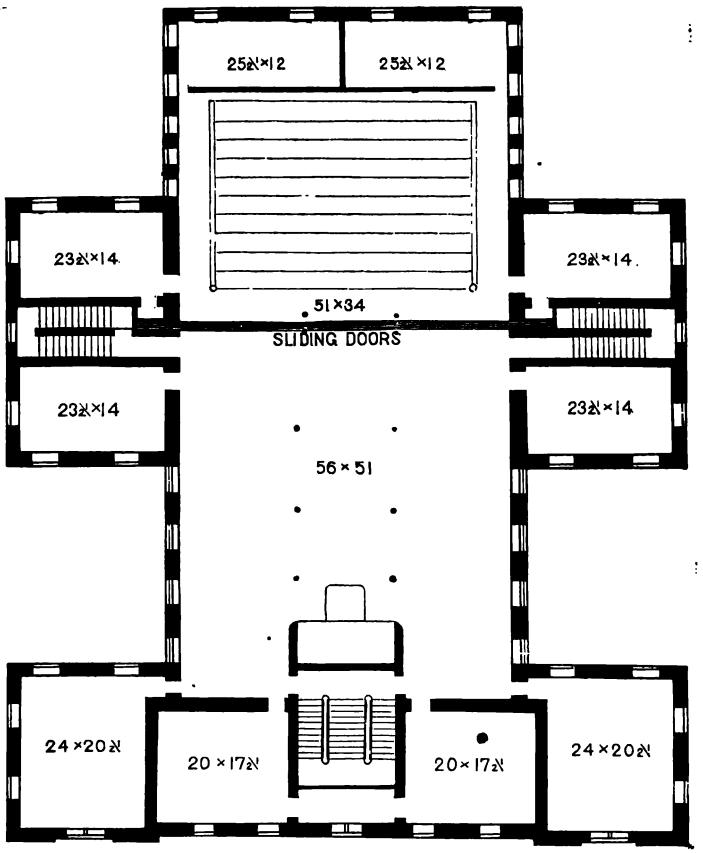
FRONT ELEVATION, WARD SCHOOL No. 14, TWENTY-SEVENTH STREET, BETWEEN SECOND AND THIRD AVENUES, TWENTY-FIRST WARD.



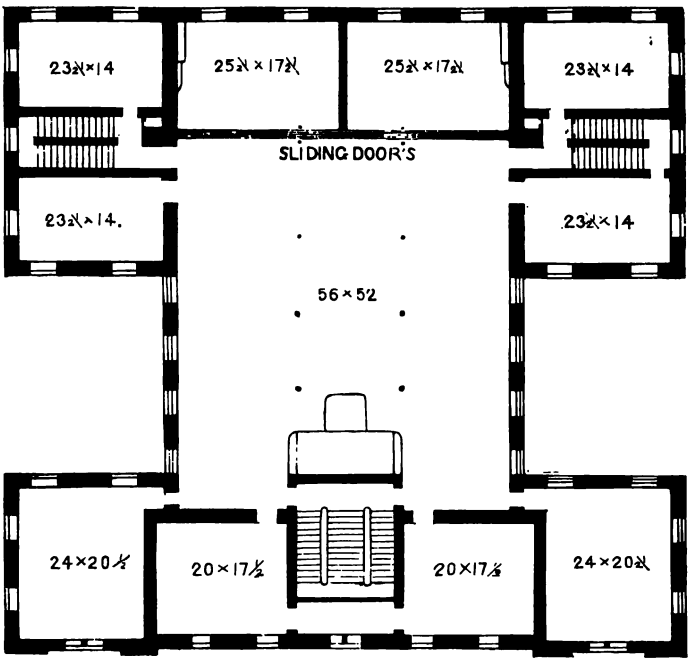
No. 1.—PLAN OF CELLAR, WARD SCHOOL No. 14, TWENTY-FIRST WARD.



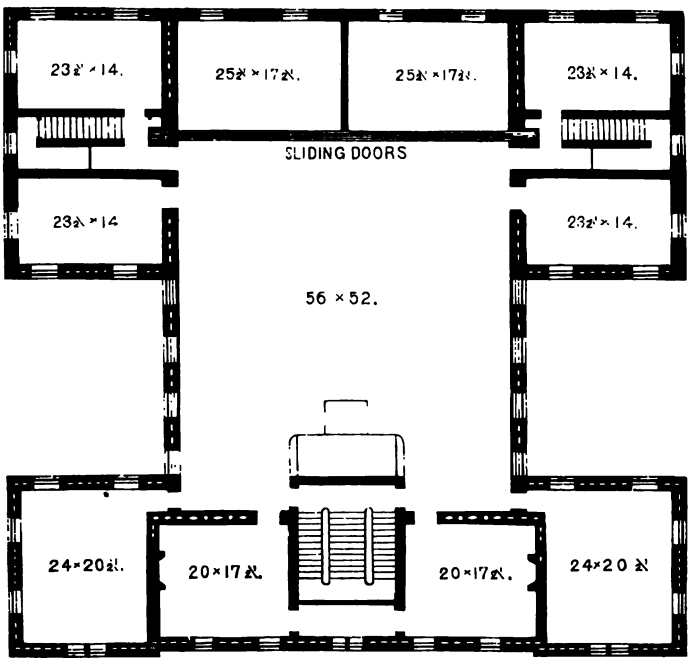
No. 2.—PLAN OF FIRST STORY AND YARDS, WARD SCHOOL No. 14, TWENTY-FIRST WARD.



No. 3.—PLAN OF SECOND STORY, PRIMARY DEPARTMENT, WARD SCHOOL No. 14, TWENTY-FIRST WARD.



No. 4.—PLAN OF THIRD STORY, GIRLS DEPARTMENT, WARD SCHOOL No. 14 TWENTY-FIRST WARD.



No. 5.—PLAN OF FOURTH STORY, BOYS DEPARTMENT, WARD SCHOOL No. 14, TWENTY-FIRST WARD.

WARD SCHOOL No. 53.

The new School-House for Ward School No. 53, is situated in Seventy-ninth street, one hundred feet east of Third avenue, in the Nineteenth Ward.

The size of the lot is 100 feet front and rear, by $102\frac{1}{12}$ feet deep.

The main building is 45 feet front by 98 feet deep.

Two front wings, each $19\frac{1}{2}$ feet front by 26 feet deep.

Two rear wings, each $27\frac{1}{2}$ feet front by 26 feet deep.

The heights of the several stories are as follows: cellar (under the entire building, including wings), 10 feet; first story, 9 feet; second story, 14 feet; third story, 14 feet; fourth story, 17 feet; all in the clear.

The "facing" of first story front, all the "trimmings" of front windows, and of blank windows on the sides of front wings, are of brown stone; the front (above first story) and sides of front wings, are faced with Philadelphia pressed bricks; all other walls, above the surface of yard, are built of ordinary hard bricks; all windows having sills and lintels, of brown stone; the lot on the sides and rear is enclosed with a brick wall 10 feet high, coped with blue stone.

The sidewalks and yards are all flagged with blue stone; the scholars' stairs in rear wings are also of the same material; the floors throughout are of narrow Georgia pine plank; the roofs are of tin, fastened to pine plank; the front cornice is of wood, painted and sanded in imitation of brown stone.

All the rooms, halls, and passages, have pipes for gas; each story has basins, pipes, &c., for Croton water; and all the

rain-water leaders, waste pipes from basins, and soil pipes from water-closets, have connections with drains leading to street sewer.

The heating apparatus used in this building is "Weathered & Cherevoy's Hot Water Furnaces, the heat being transmitted through tin pipes (and registers) from the furnace rooms to the rooms to be warmed; the rooms are ventilated by means of flues (and registers) in the brick walls; the flues being connected with five of Miller's 30-inch ventilators, placed along the ridge of the roof.

A front view of the building, location of wings, yard, stairways, Janitor's rooms, class rooms, &c., &c., are shown on engravings marked "Front Elevation," and Plans Nos. 1, 2, 3, 4, and 5.

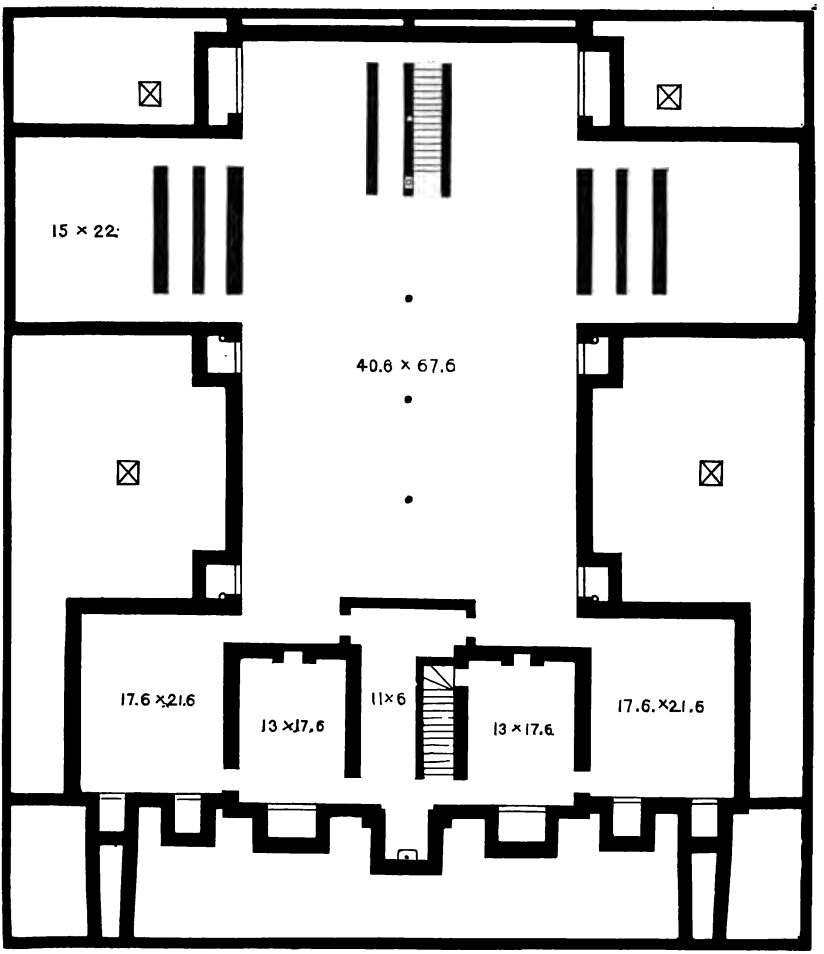
The rooms are all to be furnished with "best quality school furniture," consisting of writing and drawing desks, class room and fancy open-backed settees, tables, wardrobes, book-cases, &c., and will have a sufficient number of seats for 2,800 scholars.

The building was contracted for in March, 1860, and will be ready for the reception of scholars some time in May, 1861.

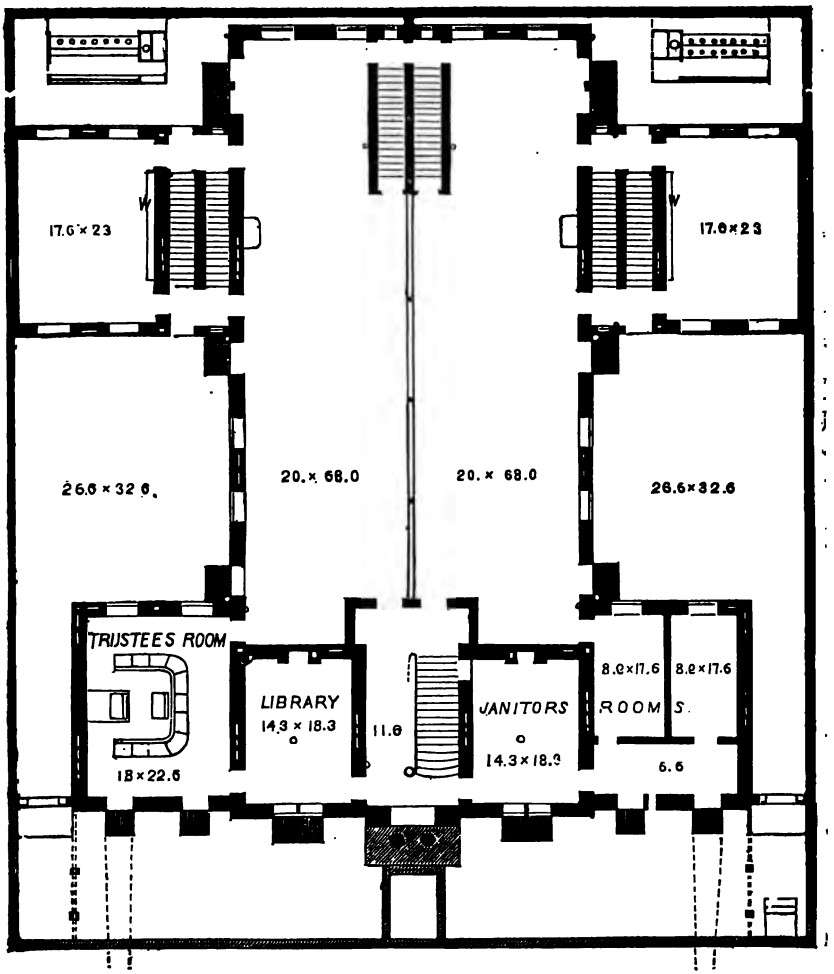
The lots were purchased in 1859, and cost $5,900.

The entire cost of building, heating, and furniture, will be about $56,000.

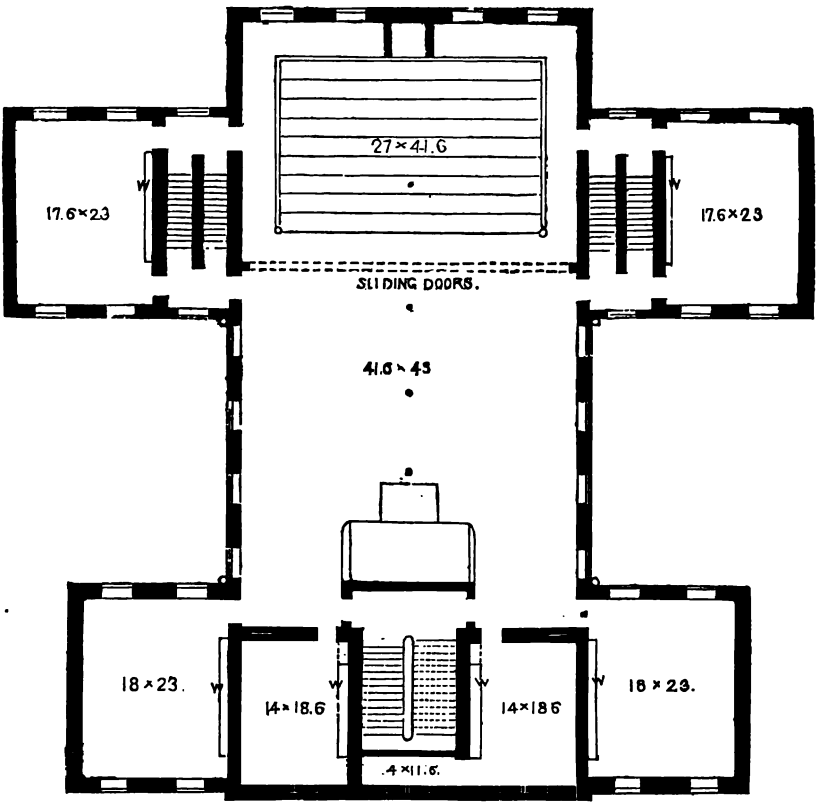
FRONT ELEVATION, WARD SCHOOL No. 53, SEVENTY-NINTH STREET, BETWEEN SECOND AND THIRD AVENUES, NINETEENTH WARD.



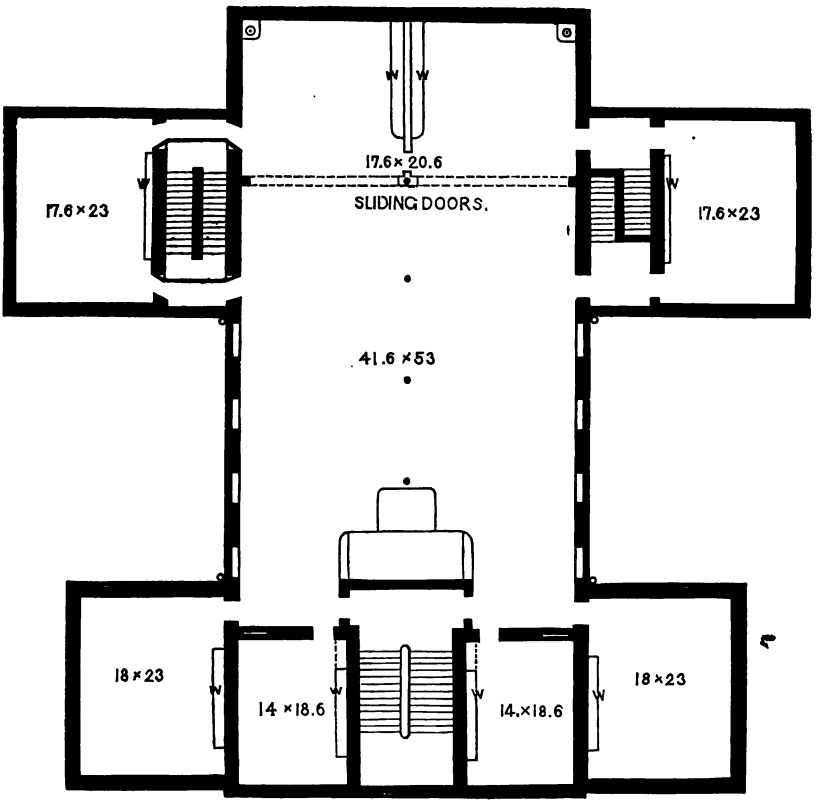
No. 1.—PLAN OF CELLAR, WARD SCHOOL No. 53, NINETEENTH WARD.



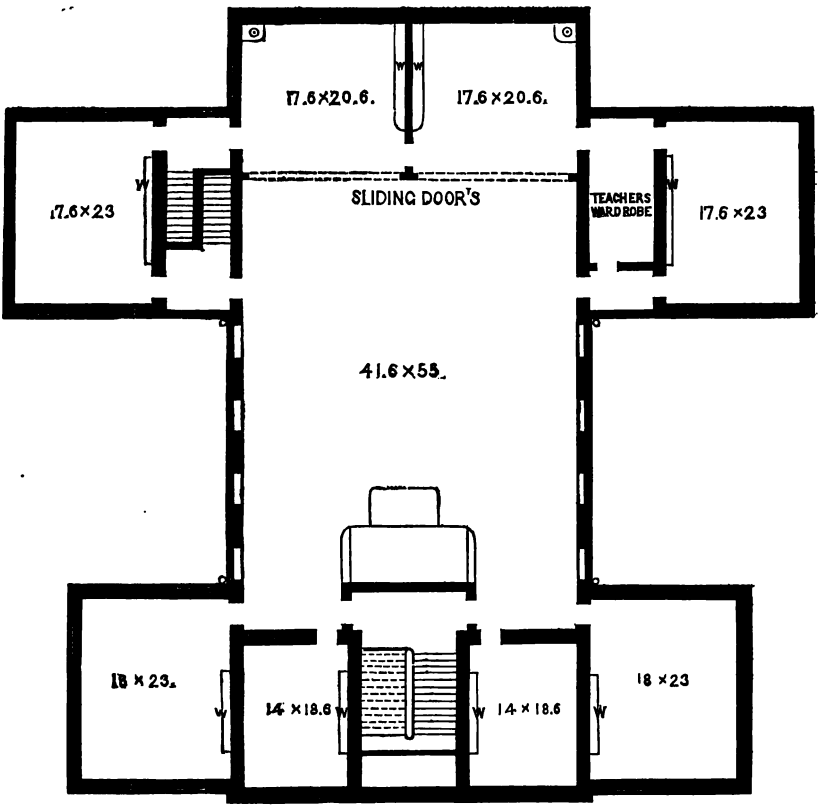
No. 2.—PLAN OF FIRST STORY AND YARDS, WARD SCHOOL No. 53, NINETEENTH WARD.



No. 3.—PLAN OF SECOND STORY, PRIMARY DEPARTMENT, WARD SCHOOL No. 53, NINETEENTH WARD.



No. 4.—PLAN OF THIRD STORY, GIRLS DEPARTMENT, WARD SCHOOL No. 53, NINETEENTH WARD.



No. 5.—PLAN OF FOURTH STORY, BOYS DEPARTMENT, WARD SCHOOL No. 53, NINETEENTH WARD.

PRIMARY SCHOOL No. 14.

The new School-House occupied by Primary School No. 14, is built upon the lots known as Nos. 71, 73, and 75 Oliver street, between Oak and Cherry streets, in the Fourth Ward.

By consulting the accompanying engravings it will be seen that this building is arranged on the same general plan as Primary Schools Nos. 5, 8, 20 and 24, the dimensions being somewhat greater; the size of the lots, in the aggregate, being about 71 by 100 feet.

The entire depth of the building is 92 feet; the front is 58 feet wide, and the building is of the same width for 20 feet distant from the front; the remainder is 40 feet wide by 72 feet deep, with two side wings (containing stone stairways) each 9 by 19 feet.

The window trimmings on front, the facing of first story, front stoop, gateways, and sills, and lintels to all windows, are, as usual, of polished brown stone; the front, and 20 feet distant on each side, are faced with Philadelphia pressed brick; the front main cornice is painted and sanded in imitation of brown stone.

The building contains, besides reception rooms and class rooms for scholars, rooms for the Janitor, and a meeting room for the School Officers of the Ward.

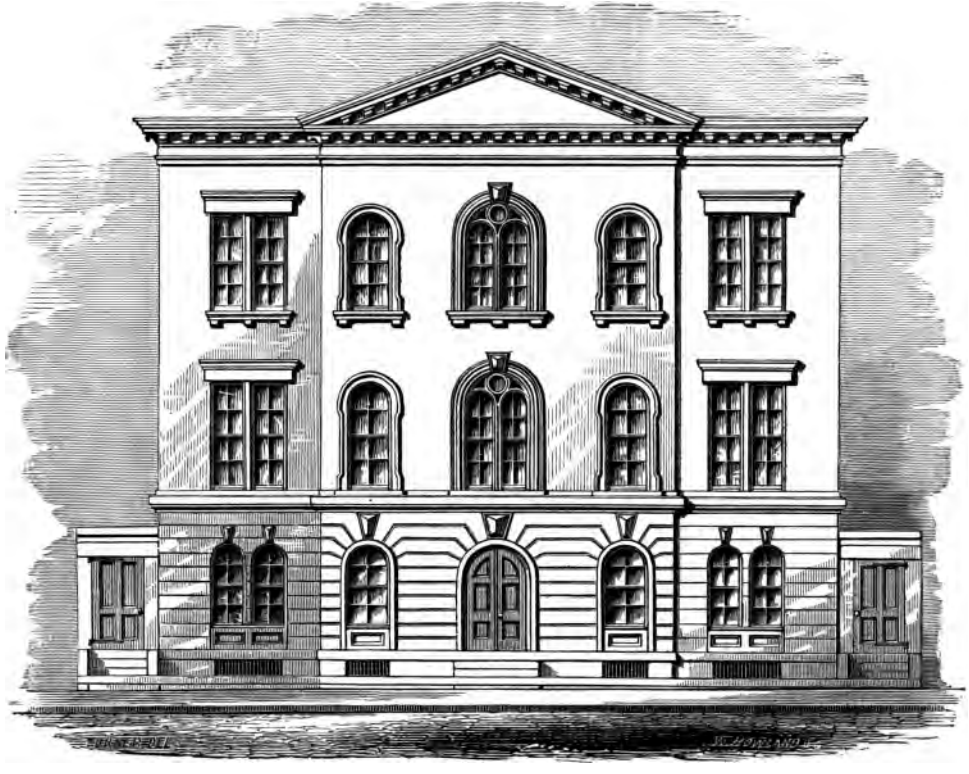
The furniture is all of the latest and most approved style, made of cherry wood and neatly varnished, and will comfortably seat 1,000 scholars.

The height of the several stories as follows: Cellar, is 7 feet; first story, 9 feet; second story, 14 feet; third story, 13 feet; all in the clear.

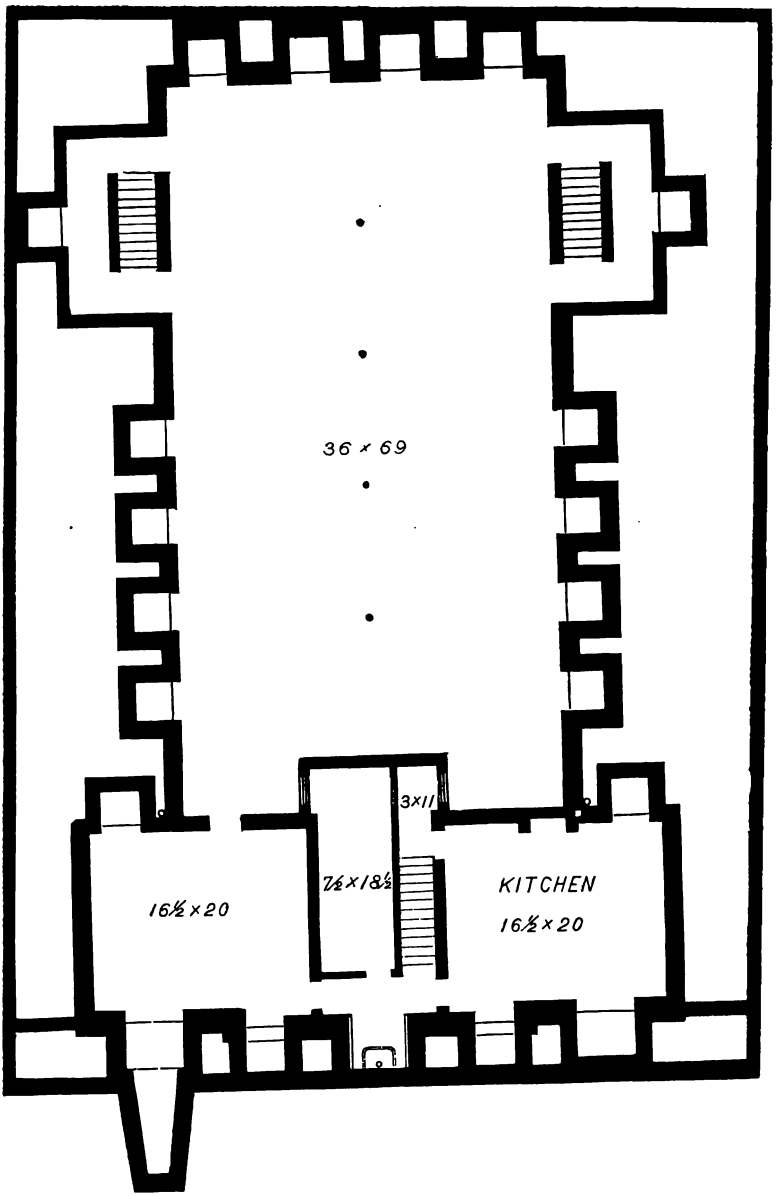
All the rooms have pipes for gas, the several stories are also supplied with Croton water; the surplus yard water, rain water from roofs, waste from Croton, basins, &c., are all conducted by drains to the street sewer.

The lots cost $31,000.

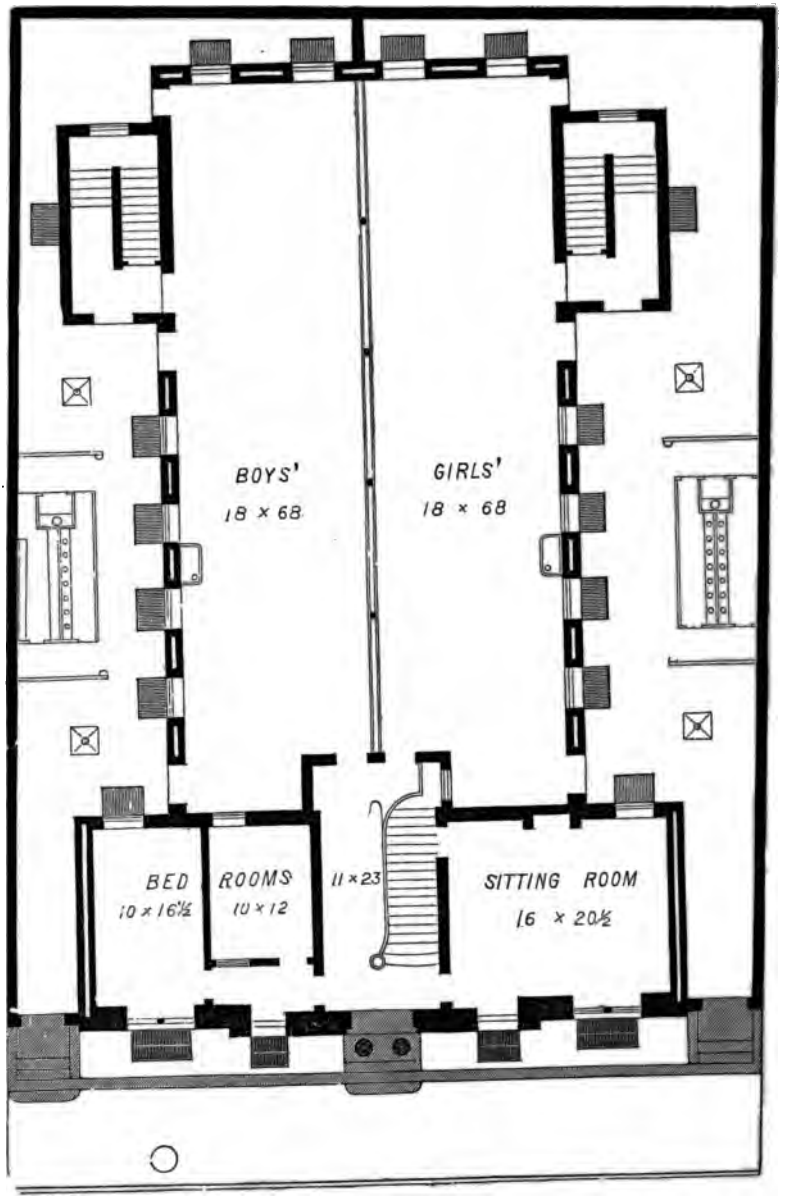
The building, furniture, and heating, cost complete $24,394.



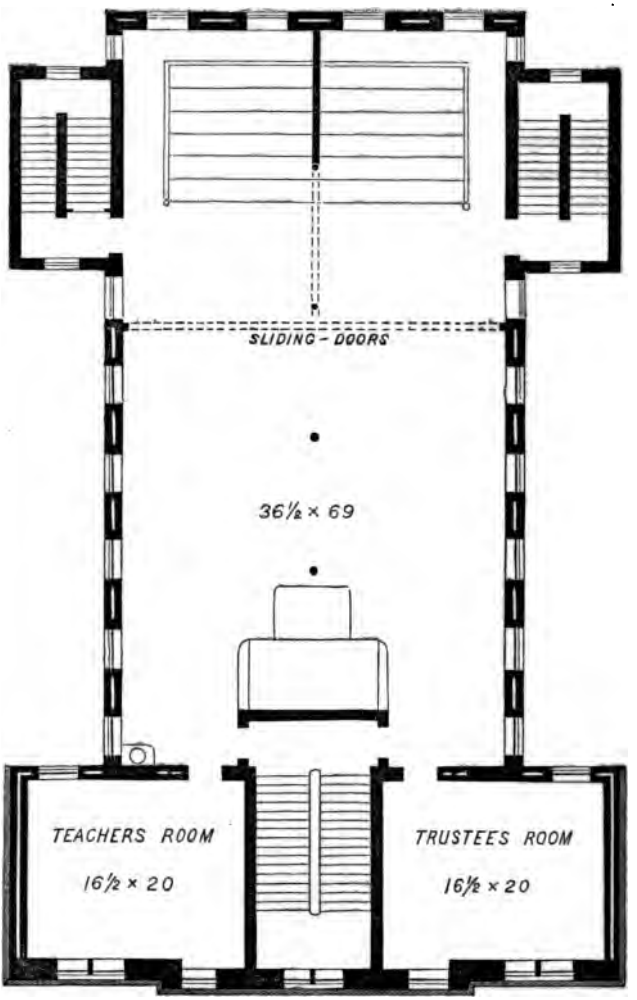
FRONT ELEVATION, PRIMARY SCHOOL, No. 14, OLIVER STREET, BETWEEN OAK AND CHERRY STREETS, FOURTH WARD.



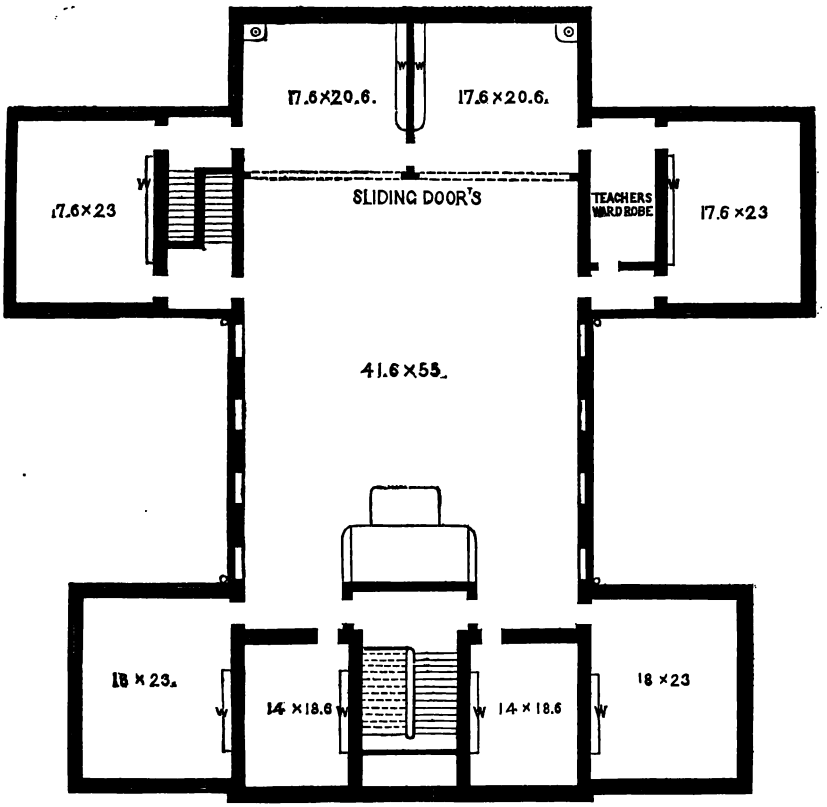
No. 1.—PLAN OF CELLAR, PRIMARY SCHOOL, No. 14, FOURTH WARD.



No. 2.—PLAN OF FIRST STORY AND YARDS, PRIMARY SCHOOL, No. 14, FOURTH WARD.



No. 3.—PLAN OF SECOND STORY, PRIMARY SCHOOL, No. 14, FOURTH WARD.



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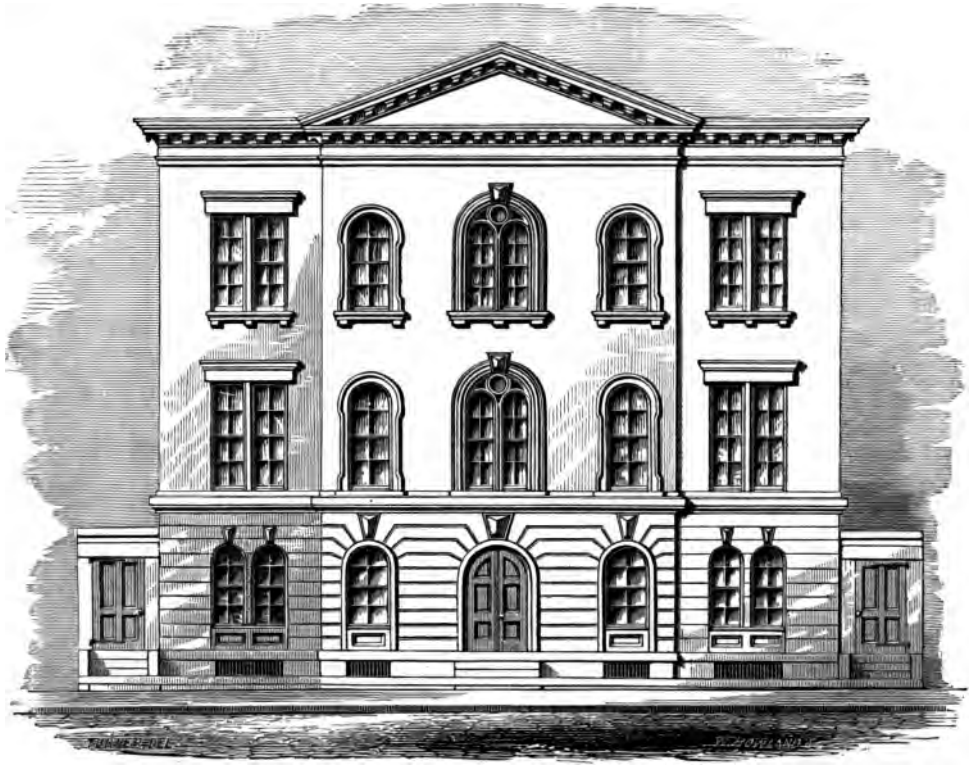
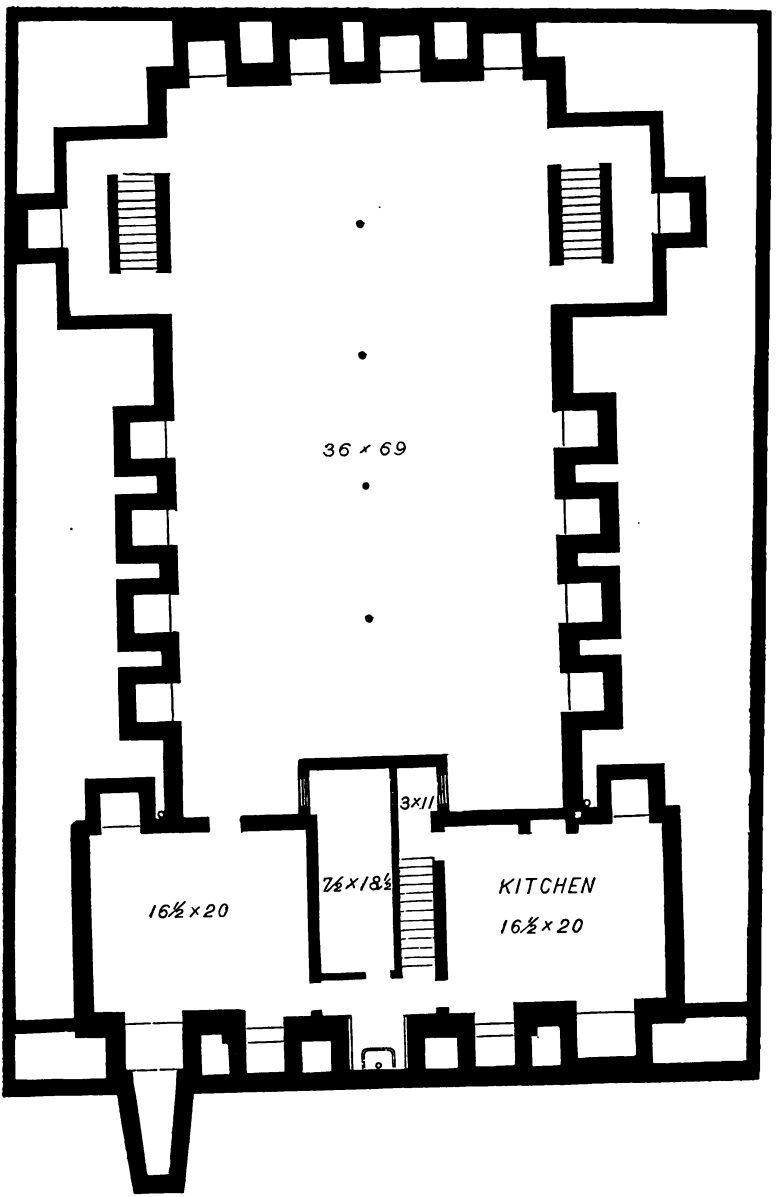
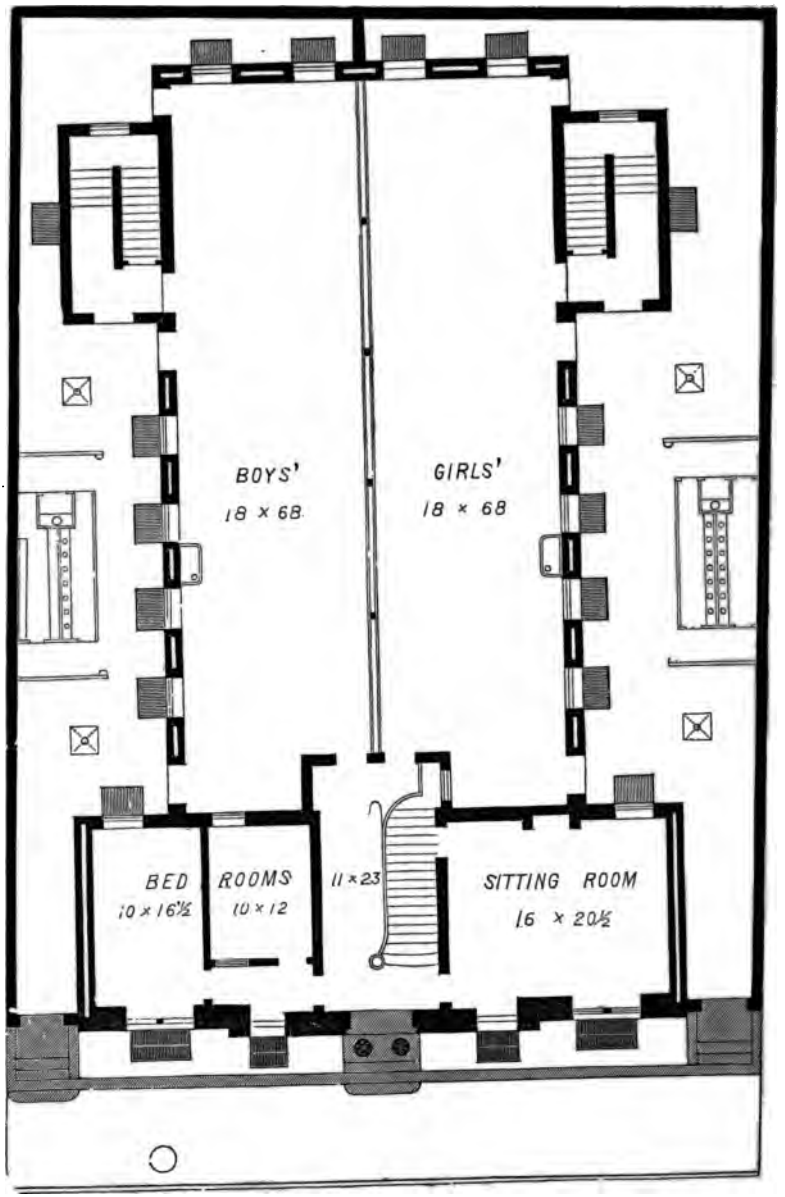


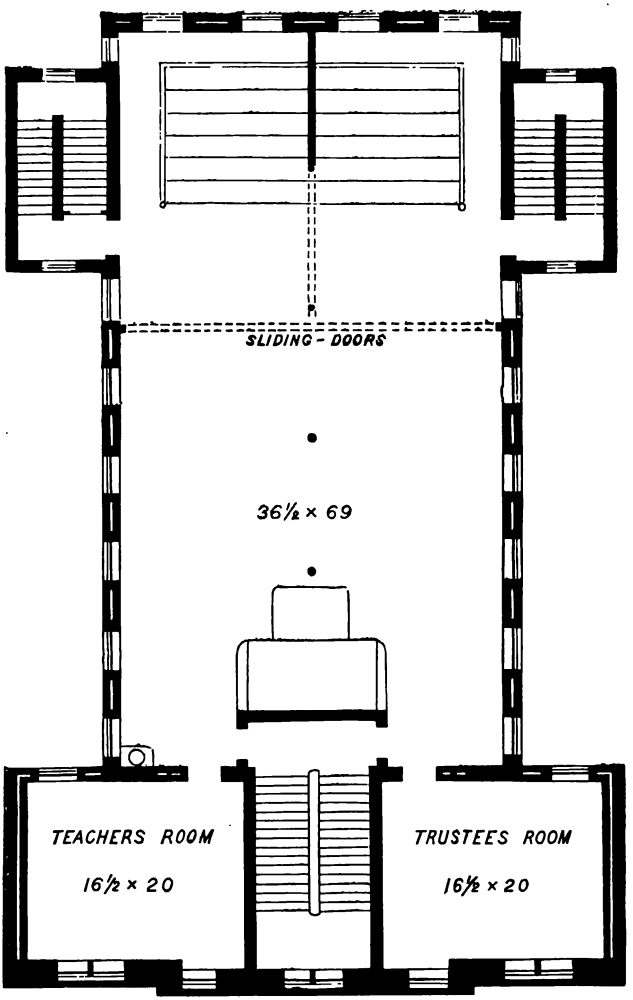
FRONT ELEVATION, PRIMARY SCHOOL, No. 14, OLIVER STREET, BETWEEN OAK AND CHERRY STREETS, FOURTH WARD.



No. 1.—PLAN OF CELLAR, PRIMARY SCHOOL, No. 14, FOURTH WARD.



No. 2.—PLAN OF FIRST STORY AND YARDS, PRIMARY SCHOOL, No. 14, FOURTH WARD.



No. 3.—PLAN OF SECOND STORY, PRIMARY SCHOOL, No. 14, FOURTH WARD.

APPENDIX.

REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS.

REPORT ON NORMAL SCHOOLS.

REPORT ON EVENING SCHOOLS.

REPORT OF FINANCE COMMITTEE.

REPORT ON THE FREE ACADEMY.

REPORT

OF

THE CITY SUPERINTENDENT.

REPORT.

CITY SUPERINTENDENT'S OFFICE,
New-York, December, 31, 1860.

To the Honorable the Board of Education:

In accordance with the requisition of law, and the rules and regulations of the Board, I have the honor to transmit herewith the Annual Report required from this department.

The reports of Assistant-Superintendents Kiddle, Jones, and Seton, which are also herewith transmitted, will be found to embrace many valuable suggestions in reference to the condition of the various departments and schools visited and examined by them during the past year; and I respectfully commend their views and recommendations to the favorable consideration and regard of the Board.

There are, in the city of New-York, fifty-one Grammar Schools for boys, fifty for girls, fifty Primary Departments, and forty Primary Schools; a Free Academy for boys; three Normal Schools—one for female teachers, one for male, and one for colored teachers of both sexes; twenty-three Evening Schools for males, twenty for females, and two for colored persons, male and female; and ten Corporate Schools, sharing in the distribution of the public money.

The whole number of the teachers in the several schools, under the jurisdiction of the Board, is 1,548, of whom 1,368 are females, and 180 males. Of this number 173 hold State certificates of qualification, 27 are graduates of the State Normal Schools, and the remainder hold certificates from this department.

The whole number of pupils in these several institutions

(exclusive of the Normal Schools) on the first day of October last, was 165,226, viz.:

Free Academy	820
Boys' Grammar Schools	25,532
Girls' " "	20,670
Primary Departments	66,429
Primary Schools	26,917
Colored Schools	2,291
Evening Schools	15,567
Corporate Schools	7,000
	165,226

Being an increase of 3,398 over the number under instruction during the preceding year.

Of this number, 35,957 have attended school during the entire school year; 17,940 for eight months, and less than ten; 19,364 for six months, and less than eight; 29,008 for four months, and less than six; 29,672 for two months, and less than four; and 32,664 for a period less than two months.

The average attendance of pupils in the several Grammar, Primary, and Corporate Schools, during the past year, as ascertained in the mode prescribed by law, was 57,452, or about 39 per cent., being an increase over the average, attendance of last year of 2,366. The *actual* average of attendance, as contradistinguished from the *statute* average, would probably exceed 50 per cent.; the former being based on actual attendance, excluding every day on which the school, for any reason, was not in session, and dividing the aggregate by the number of days or of sessions—and the latter by adding together the attendance of each school session of three hours, and dividing by 460, or twice the number of school days during the year, exclusive of stated holidays, without taking into account the actual number of days taught.

FINANCIAL AFFAIRS OF THE DEPARTMENT.

From the statement of the finance Clerk of the Department, it appears that the—

Balance of money on hand on the first day of October, 1859, after defraying all arrearages then existing for previous school expenses, was	$250,595 31
Amount apportioned to the city for the year 1860, by the State Superintendent	207,990 35
Amount raised by city taxation	1,070,790 65
Amount received from other sources	1,179 59
Total amount of money received for 1860	$1,209,424 92

Expenditures.

For Teachers' wages (except in Colored Schools), including Free Academy, Normal Schools, Evening Schools, and Corporate Schools	$754,227 68
For School Libraries	1,129 87
" School Apparatus, Books, &c.	73,734 44
" Wages of Teachers in Colored Schools	14,250 72
" For Building School-houses	104,024 00
" Hiring " "	15,813 50
" Repairing " "	77,928 27
" Furniture	31,780 47
" Fuel and Building Fires	34,072 95
" Salaries to School Officers	57,533 89
" Incidental Expenses of Ward Schools, Printing, Gas, &c.	13,136 78
" " " of Free Academy, Normal Schools, Evening Schools, and Board of Education	31,792 80
Total expenditure	$1,209,424 92
Balance remaining on hand Oct. 1, 1860	321,130 98
	$1,530,555 90

GENERAL CONDITION OF THE SCHOOLS.

The annual visitation and examination of the several schools, commenced in October, 1859, were fully completed in the month of May last, during which period all the classes of each of the departments and schools, and, with few exceptions, all the pupils of each class, were carefully and thoroughly examined in all the studies pursued during the preceding year. These examinations were public and oral, and were designed to elicit as well the progress made by the several pupils and

classes, in the various branches of study prescribed by the Board, as the general intelligence and specific acquirements of each. Full notes of the results were taken, and have been preserved in a form admitting of future reference and comparison. In general, it may be stated that, compared with previous examinations, made from year to year, upon the same principle and substantially in the same mode, a perceptible and gratifying progress appeared to have been made in most of the schools and classes examined. A clearer knowledge of principles had been attained, and a more accurate and intelligent acquaintance with the subject-matter of the various studies was manifested. These results were more especially perceptible in those classes where no ambitious attempt had been made to attain a *higher grade* than the general average qualifications of the pupils, and the actual, substantial progress made by them in the studies which they had gone over, warranted. In conducting these examinations, the utmost pains have been taken to impress upon the minds of teachers the fact that their classes would be characterized invariably, *not* according to the *grade* of scholarship which they had succeeded in reaching, or the number or superiority of the branches of study pursued, but the accuracy, thoroughness, and intelligence, with which they appeared to have gone over the ground actually occupied, whether that ground were more or less, higher or lower. If a high degree of advancement in the grades prescribed by the Board was found in conjunction with a complete mastery and an intelligent comprehension of the various studies requisite to its attainment, then, and only then, the acquisition of such higher grade was regarded as affording evidence of higher and more advanced scholarship; and uniformly superior scholarship in a lower grade was made to take precedence, in the standard of the examining officer, to incomplete or superficial acquirements in a higher, or even in the highest. "Not *how much*, but *how well*," has been the rule laid down and invariably adhered to; and precisely to the extent, and in the cases of its rigid and faithful application by

the teacher, wholly irrespective of the quantity of ground which has been gone over, or the particular grade desired, has the class succeeded in passing a creditable examination, and in being reported accordingly. Misapprehensions, in this respect, have quite extensively prevailed, and instances have not been unfrequent where the time and energies of pupils have been severely and burdensomely tasked to accomplish a particular *grade*, in the belief that, without its attainment, however deserving of approbation the class might be in the studies of a lower grade, its rank would be depreciated, and its credit and that of its teacher, lessened in the estimation of the Superintendents. It has also been supposed by many among the teachers, that the Board of Education, in prescribing a particular course of studies for the attainment of a particular grade, intended and designed that each and all of the studies thus specified, should be accomplished within a single year, or from one examination or promotion to another. Nothing could have been further from their designs than such an arbitrary and Procrustean standard. They simply intended to mark out the successive studies to be pursued, and to grade the various classes in accordance with the progress made in those studies, without any reference as to the time required for the completion of the different grades. This time, it is manifest, must vary almost indefinitely, according to the different circumstances and attainments of different schools and classes. All that is required or expected by the examiners is, that the ground actually gone over by the teachers of the several classes, should have been accurately and thoroughly gone over, and that the studies pursued should have been intelligently mastered and well understood by every pupil. Promotions need not necessarily be made from one *grade* to another. There may be several different classes, in different shades of advancement, in the same grade; and classes may consist of pupils partly in one grade and partly in another. During the process of instruction, or of classification, the teacher should have no reference to the particular grade of the class under his charge,

leaving that to be ascertained and fixed by the Superintendent, on examination. The character and scholarship of the class, as well as the competency and efficiency of the teacher, will be, as it heretofore has been, measured invariably by the thoroughness, accuracy, and intelligence, displayed by the pupils within the circle of studies actually pursued.

NORMAL AND HIGH SCHOOL FOR GIRLS.

This subject has been under the consideration of the Board for several years past, and various propositions have been, from time to time, submitted and discussed without definite action. The absolute and pressing necessity for such an institution as shall adequately prepare such young ladies as design to become teachers in our public schools, for the efficient discharge of their responsible duties, is universally conceded; while, at the same time, the expediency and propriety of establishing an institution for the higher culture and more advanced education of such of the female pupils of our Grammar Schools as have completed the course of study prescribed by the Board, is with almost equal unanimity admitted. The only debatable question seems to be, in what manner these two objects can best and most economically be attained; whether by the organization of two independent institutions—by a combination of both in one institution—or by engrafting upon all, or a portion of the female departments of the Grammar Schools, a higher and more advanced course of study, which shall secure all the benefits and advantages of a separate institution. Each of these plans has its advocates and defenders, and each is worthy of careful consideration.

A normal school for the special education and preparation of teachers seems absolutely indispensable to the complete success and efficient advancement of our system. All experience here and elsewhere has abundantly shown, that the highest intellectual and even the highest moral qualifications afford no sufficient guarantee of practical success as a teacher. There

must be special preparation, technical skill, a peculiar tact and talent—natural or acquired, to succeed in this most important profession. This can only be attained, where it does not already exist, or be fully developed and cultivated where it does, in an institution specifically devoted to that purpose. It is, therefore, a matter of paramount necessity that such an institution should exist; and no agency of the Grammar Schools can supersede this necessity or accomplish the work which legitimately pertains to such an organization.

The addition of one or two higher classes to each of our female Grammar Schools, or the establishment of three or four additional departments, conveniently located like that in No. 47 Twelfth street, might perhaps furnish the means of a higher education to such of our young ladies as may desire to avail themselves of its advantages. But it is obvious that such an arrangement would be attended with very considerable expense, a large portion of which might be avoided by a concentration of its various items upon one central and commodious institution.

Assuming, then, the paramount necessity of a Normal School for the special education and preparation of teachers, and the economy as well as superior efficiency of a Central High School for the education of girls in the higher branches, why may not these two important objects be combined in one institution, with a separate course of studies and of instruction adapted to each? Such an organization has been found to succeed admirably in several of our larger cities where it has been adopted; and no well-founded objection seems to exist, either in theory or practice, to its efficiency.

One very great obstacle to the efficiency and success of Normal Schools throughout the country, has been the necessity of a thorough review, on the part of most of their pupils, of the various branches of study required to be taught; and in most of these institutions a period of from six months to two years is required to bring up the pupils to that stage of advancement necessary to prepare them for the Normal course.

With us, these preliminary studies will have been fully accomplished in the Grammar Schools; and such of the pupils as intend to devote themselves to the business of teaching, can pass at once into the Normal class, where they will be initiated into the art and science of teaching. On the other hand, those young ladies who have completed the course of study in the Grammar Schools, and, without intending to become teachers, desire to enter upon a more advanced course, including those branches and accomplishments usually taught in the highest Female Seminaries, can join the appropriate classes; and if, at any period of the course, they should desire to prepare themselves specially for the teacher's profession, can pass at once to the Normal Department.

It may safely be estimated that there are, at the end of each school year, at least one thousand pupils in the several female departments who have completed the course of study prescribed by the Board, and obtained all the advantages which these schools can afford. Of this number it may fairly be presumed that all, or nearly all, desire either to enter upon the profession of teaching, or to pursue the higher and more advanced branches of study. In such an institution as a High and Normal School, either or both of these advantages would be placed at their command. Without it, neither could be accomplished except in a very incomplete manner, or at a very burdensome expense.

I recommend, therefore, the establishment and organization of a High and Normal School, with a course of study so arranged as to enable all the female pupils of our Grammar Schools, and all other young ladies residing in the city who desire to avail themselves of its advantages, to obtain a complete education, or, at their option, to fit themselves, theoretically and practically, for teachers. The requisites for the admission to this institution, of pupils of the Female Grammar Schools, should be the certificate of the City Superintendent on a special semi-annual examination of the highest classes in each of the schools, that the candidates for such admission

had fully completed the course of study prescribed by the Board, and had passed a good examination in each of the branches pursued during the entire term of instruction. In the case of other applicants for admission to the High School, the same qualifications should be required; while in the case of candidates for the Normal Department, some relaxation might be allowed in favor of those designing to confine their teaching to the Primary Departments and Primary Schools.

If, however, the Board of Education should deem it inexpedient to afford its sanction to either of these propositions, or to establish additional facilities for the preparation of teachers, or the higher education of the female pupils of our Grammar Schools, one other alternative only remains, and that is, a thorough revision and extension of the existing course of study in these institutions; and this revision and extension should embrace both departments of our Grammar Schools, as well as the Primary Department and the Primary Schools.

REVISION AND EXTENSION OF THE COURSE OF STUDY.

Our children of both sexes enter the public schools generally at the age of five or six years, and usually remain in the Primary Department until about the age of ten. Here, then, are at least four years during which, by a properly arranged and systematic course of instruction they may, in this department and in the lower classes of the Grammar Schools, be carried through the elementary studies, including the alphabet, spelling, reading, writing, the fundamental rules and principles of arithmetic, geography, and the outlines of geometrical figures and linear drawing, in addition to the principles and practice of vocal music, and a general knowledge of the elementary principles of the natural sciences, now taught in most of these departments under the name of "Common Things." Entering the Grammar School at about the age of eight years, three or four years might profitably be spent in continuing and completing the branches of study thus commenced, abao nit inn-

ing a competent knowledge of elementary algebra through simple equations, the outlines of astronomy and history, and the general principles of natural philosophy, chemistry, and geometry. Thus far the course of study for both sexes would be, in all respects, alike; and the foundation of a good education permanently laid. From this point, an entirely new principle should be applied, and the whole course of instruction modified in accordance with the practical wants of the different classes of pupils. For all the ordinary, practical purposes of future life, the female pupils will need to be carried no farther in the mathematical course; and every hour spent in initiating them into the deeper mysteries of algebraical learning, or geometrical and trigonometrical problems and calculations, is, to all practical intents and purposes, so much time worse than wasted, as, in all human probability, and under ordinary circumstances, not one in a thousand would ever have any earthly use for the knowledge thus communicated. It is idle to talk about the "mental discipline" which these abstruse studies may afford; *that* can equally well, and far more profitably, be communicated by other studies, capable of a directly practical application to the affairs of human life. Let this class of pupils pass at once into a more minute and thorough acquaintance with natural philosophy, chemistry, natural history, including botany, zoology, mineralogy, and geology. Let them acquire as general and as accurate a knowledge of astronomy as may be practicable, a thorough acquaintance with history and English literature, a competent knowledge of intellectual and moral philosophy, a theoretical and practical knowledge of the rules of rhetoric and composition, and a familiar understanding of the constitutions and institutions of our own and the principal European governments. To these branches may advantageously be superadded, a correct and accurate knowledge of book-keeping, in all its branches, music, drawing, and such of the ancient and modern languages as may be comprised within the period limited by the Grammar School course, or the time at the disposal

of the pupils. In the absence, however, of any institution of a higher grade, the course of instruction, in all our female departments, should be extended so as to embrace each and all of the studies appropriate to such an institution.

Directing our attention now to the male departments of our Grammar Schools, we shall find it necessary attentively to consider many new and very diversified elements, before deciding upon the proper course and extent of study here to be pursued. In the first place, we have an institution already organized, and in full and successful operation, capable of taking up the pupil at the age of fourteen, and on the completion of his Grammar School course, and of carrying him through a complete academical and collegiate course, occupying a period of five years. Of the sufficiency and practical excellency of that course we have no reason to entertain any doubt, nor do we propose, in any manner, to discuss or to question it in this connection. We shall assume it to be all that it claims, and all that is desirable for the entrance of its graduates upon the busy scenes of actual life. The facts, however, stare us in the face, from the experience and the statistics of this institution, as well as from the records of the Grammar Schools, that not one in fifty or sixty of the pupils of the latter ever enter its walls, and not one in five hundred passes through its graduating class. The annual catalogues of the institution, from the year 1855 to 1860, inclusive, show that, out of about 23,000 male pupils in the Grammar School, 396 only were admitted, in the former year, into the introductory class, of which number 46 only were graduated at the expiration of five years; and this result may be taken as a fair average of the proportions which have uniformly prevailed between the admissions and the graduations. Of the 396 pupils thus enrolled in the introductory class of 1855, eighty-eight, or more than one fifth, left the institution during the first academic term, ending in February, 1856, and eighty-nine during the second; thus showing that nearly one half of the whole number admitted left the institution within one year after their admission, and of the res-

idue, 176 only passed into the freshman class of 1857; 104 into the sophomore class of 1858; 65 into the junior class of 1859; and 46 only, finally completed the full course, and graduated in the senior class of 1860.

It is manifest, therefore, that, in point of fact, whatever may be said of theory, a very small proportion of the twenty-five thousand male pupils of our Grammar Schools are, either directly or indirectly, benefited by the higher course of instruction pursued in the Free Academy. That institution confers an inestimable benefit on all those who are able to avail themselves, either wholly or to any considerable extent, of its advantages; and while it is enabled to send forth annually a graduating class, equal in numbers and in scholarship to those of our best colleges, and to communicate a high degree of culture to thousands of under-graduates, who spend from one to four years within its walls, it will ever remain a distinguished ornament of our system of public instruction. Still, some adequate provision should be made for that large and constantly increasing portion of the pupils of our Grammar Schools, whose situation in life and circumstances debar them from all access to its privileges. Many thousands of these pupils are compelled to leave the schools at about the age of fourteen, and even if they succeed in gaining admission into the Free Academy, a large proportion of their number are, as has already been shown, obliged to abandon the institution within a year or two after their entrance.

Now, what is the remedy for this evil? for evil it unquestionably is. These young men, imperfectly educated, leave the public schools at the age of fourteen or fifteen, and enter upon the actual business of life under circumstances manifestly adverse to that successful career which, with additional mental cultivation and improvement, would be clearly open to them. They cannot, it is evident, successfully compete with those of a higher grade of intellectual advancement, and, at every stage of their progress they are compelled to encounter obstacles, and to overcome difficulties, which might easily have

been surmounted by the facilities which a more complete education would have afforded them. That parent who, without absolute necessity, allows his son to withdraw from school, and to enter upon business, however apparently advantageous in a mere pecuniary point of view, before his education has been fairly completed, inflicts upon him an irreparable injury, by depriving him of those aids which alone can enable him to compete with the foremost in the race for worldly success. He compels him, through life, to occupy a subordinate position. He deprives him of an important portion of that capital which is essential to his advancement in any trade, profession, or calling, and without which it is impossible for him to achieve that success which his exertions, his industry, and his character, would otherwise insure him. But cannot all the substantial elements of a good, practical education, be attained, by diligence and study, within the period now embraced by the course of instruction in our public schools, leaving to the Free Academy course only those higher branches which are required for purely professional purposes, or for the demands of that higher literature which the accomplished scholar craves. Undoubtedly they can, and should be. At present, it is susceptible of demonstration, they are not.

Assuming, then, that a course of study for the Primary and Grammar Schools can be so arranged as that, at the age of twelve, the elementary branches, grammar, geography, the general outlines of history, astronomy, and arithmetic, will have been thoroughly mastered, and that considerable proficiency will have been attained in algebra, natural philosophy, and geometry, two years are left for completing the course. During this period, under a proper arrangement, the application of the various sciences to the different objects for which they are designed can be fully illustrated, and the pupils rendered perfectly familiar with the general and special principles involved in each, and their applicability to all the ordinary exigencies of business, the mechanical arts, and the inventive genius of the age.

Something more than all this is, however, requisite to this class of pupils. Whatever trade, profession, or business employment they may select—in whatever occupation they may be employed—they will be required—unless specially exempted, or specially excluded—to perform a variety of public duties, demanding not only a high degree of intelligence and integrity, but specific and peculiar qualifications, which can only be obtained by careful study and close observation. They will, in virtue of their character as citizens, be required to act as jurors, as witnesses, as voters, and as public officers of various grades. They will often be called upon to pass upon the dearest and most sacred rights of their fellow-citizens—the rights of property, of personal security, of personal freedom, of life itself, and all that renders life valuable, reputation and character. They will be called upon to declare, interpret, and enforce, the laws of the land, and to select the agents to whom, from the lowest position of honor and trust to the highest office of government, shall be committed the administration and guardianship of those laws. To perform these high duties, and discharge these grave and solemn responsibilities, honestly, intelligently, and faithfully, they must be well acquainted with the constitution and laws of the United States, and of this State, with the various institutions and organizations through the agency of which these constitutions and laws are carried into practical operation in the executive, legislative, and judicial departments of government, with those authoritative expositions of the fundamental principles of law which are recognized as conclusive by every tribunal charged with their administration, and with those general principles which are at the foundation of all governments, and especially of institutions like our own. While all purely partisan topics should be carefully excluded from the school-room, every facility should be afforded for accurate information on the structure, nature, and functions of our political institutions—on the relations subsisting between the general and State governments, and the jurisdiction and powers of each—on the distribution of this jurisdiction and these powers

among the several departments of government, and the extent and limitation of each—on the general principles of political economy as they relate to taxation, internal improvements, domestic and foreign commerce, international law and its various sanctions; and all those great questions of governmental policy which have occupied the minds and tasked the powers of the ablest statesmen and purest patriots of the land. No American citizen can intelligently and worthily discharge the duties incumbent upon him the moment he attains his majority, without an intelligent and familiar acquaintance with these topics; and in a country where the right of suffrage is universal and unobstructed, and where every man is not only eligible to, but is actually invested with the highest and most responsible functions of government—the protection of life, liberty, and character—no institution of learning can fulfil its obligations to the community without faithfully preparing its pupils for these grave responsibilities. This important branch of study —the constitutions, fundamental laws, and political institutions of our National and State governments—should at once be permanently engrafted upon the course of study in all our Grammar Schools for boys.

CLASSIFICATION AND GRADATION.

In view of the various considerations which have thus been adverted to, it becomes an important question whether any, and if any what, course of studies can be devised, which shall most effectually carry the pupils of our public schools through a complete and systematic course of instruction, embracing every requisite element for practical usefulness and success in life, for the attainment of intellectual excellence, and for the realization of a high standard of character. In the accomplishment of this desirable object, it is also essentially requisite so to arrange and classify the several studies as to impose no excessive or burdensome task upon the mental and physical energies of the pupils. This is a most important consideration

—hitherto but very imperfectly taken into account—and which has only within comparatively a recent period especially attracted the public regard. The soundest and most universally recognized principles of philosophical science forbid the continuous devotion of more than four or five hours of each day to the lessons and recitations of the school-room; and, if properly employed, this length of time will be found abundantly adequate to all the purposes of elementary education. The primary and most important consideration in every well-devised system of education, is the attainment and preservation of health, as well of the body as of the mind. Mental energy and intellectual clearness are almost uniformly found to accompany and to be dependent upon a sound and vigorous physical organization; and whenever the demand upon the expanding organs of the brain is made to exceed the supply of its vital force, prostration and debility must be the inevitable result. The six hours of each day required to be spent in the school-room should, therefore, be so alternated and arranged as to afford a sufficient variety of studies, and sufficient intervals between each for exercise and relaxation, to secure that pleasurable occupation of the mental faculties which is indispensable to their full and healthy development and culture; and at the expiration of the time thus allotted, no further demands should be made upon the intellect until the recurrence of the usual school hours. A scrupulous adherence to this rule will be found to operate, in the long run, far more beneficially upon the progress and advancement of the pupil, than the effort to crowd into a given term of instruction the greatest possible quantity of knowledge, by requiring an amount of intellectual labor altogether disproportionate to the physical, and consequently to the mental strength of the learner. In this respect, as in many others which present themselves to the attention of the observing mind, we are forced to verify the maxim, "The more haste the less speed." "*Festina lente*"—"Make haste slowly"—paradoxical as it may seem, is, unquestionably, a dictate of the soundest wisdom in the process of education.

We shall do well to bear in mind that the mental discipline, either of the school-room or of books, forms only a part, and perhaps by no means the most important part, of acquired knowledge. The "unconscious tuition" of daily life—the almost incessant education of the senses in the varying sights, sounds, and qualities of external nature; the observation and inquisitive scrutiny of the incidents and events of the surrounding world; the restless play of the imagination and fancy; the perpetual lessons of conduct, demeanor, temper, principles, habits, and associations, which are forced upon the attention of the most unobserving mind—all these, and innumerable other agencies, are constantly in operation, developing, forming, and educating, the faculties both of thought and of action, wholly irrespective of the conscious and formal instructions of the text-book or the teacher. The influences of home—the admonitions and counsels of parents—companionship and interchange of thought with others—the silent digestion and assimilation of the instruction received from all these sources, its gradual and slow conversion in the practical demands of life, constitute portions of knowledge quite as important and valuable as those communicated in the school-room. To exclude those agencies, wholly or in part, by over-tasking the intellectual powers, and shutting them up to the constant contemplation of artificial symbols of thought, until they become valueless for the real service of practical humanity, is surely a monstrous and an unjustifiable perversion of education—a palpable sacrifice of the end to the means. Ample time, if properly applied, is afforded, during the period of youth, for the acquisition of both species of knowledge, without infringing upon the special and distinctive claims of either.

The course of study should be so arranged throughout the several classes as to enable promotions to be made from one to another twice during each year. Assuming five as the average age of pupils on their entrance into the Primary School or Department, they would, without serious difficulty, be ena-

bled, at the expiration of the first year—consisting of two terms—to read and spell in simple sentences and words, to have a full and clear idea of punctuation, and to understand enough of numerals to add them and fix their numerical value. All this, together with definitions of common words, and a knowledge of the properties and uses of common things, should be communicated to them by oral instruction, aided by printed cards, numeral frames, and specimens of objects. During the second year, the pupils, continuing their exercises in reading, spelling, and definition, might easily be carried through the elementary rules of arithmetic, and the various tables of weights and measures, at least as far as simple division; and might also be initiated into the process of writing and drawing on slates or the black board. They might also pursue a regular course of elementary geography—obtaining a general knowledge of the great leading features, of both land and water, of the two great continents, and laying the foundation for future progress in this branch of study.

In view, perhaps, of the generally crowded state of these departments, and the constant pressure for admission of new pupils, promotion should, at this stage—at the end of the second year, or fourth term—be at once made into the Grammar Schools. If the course of instruction during these two years in the Primary Department has been faithful, thorough, and efficient, a good foundation will have been laid for the higher branches of study, and for steady and intelligent advancement.

Passing into the lowest classes of the Grammar School, at about the age of seven or eight years, the pupil can during the first term complete the simple rules of arithmetic, with their application to federal money, and commence the study of geography, in its more minute delineations, by the aid of common and outline maps.

During the second term this study may be continued, and that of mental and written arithmetic prosecuted through reduction and the compound rules; reading, spelling, defi-

nition, penmanship, and oral instruction in the elementary principles of the natural sciences, including object lessons and a knowledge of common things, and exercises in plain drawing and vocal music; and frequent and thorough reviews should form a regular and systematic accompaniment of the entire course.

The first term of the second Grammar School year should be occupied in a continuation of the geographical course in connection with outline maps and map drawing on the black board or on paper; a continuation of mental and written arithmetic, through common and decimal fractions and proportion, and the leading outlines of American history. During the second term, geography might be completed and thoroughly reviewed, history continued, and arithmetic pursued through interest, discount, and per-centage.

At the commencement of the third Grammar School year, the study of English grammar may safely be entered upon, in conjunction with history and the more advanced rules of arithmetic, including profit and loss, partnership, square and cube root. Occasional lessons in physical geography would, at this stage of the course, be highly appropriate and useful, in fixing in the memory the knowledge already acquired in this branch. During the second term this study might be continued, in connection with history, grammar, and parsing, and the elementary principles of algebra and astronomy.

The fourth year of the course should consist of natural philosophy and chemistry, astronomy, algebra, the elementary principles and propositions of geometry, general history, rhetoric, physiology, and book-keeping; and during the second term, of the Constitution and jurisprudence of the United States and State governments.

An additional year, or even two years, might profitably be devoted to a thorough review and extension of those higher branches, to which might be superadded, for the benefit of all those who might be desirous of their acquirement in the Grammar Schools, the ancient and modern languages. The

complete course might terminate at the age of fourteen, without in any degree overtasking the pupils in any of its stages; it being understood that while, on the one hand, no study should be superficially taught, and no advancement allowed or permitted until the preceding course had been thoroughly mastered; on the other, no unreasonable or burdensome requisition should at any time be allowed to press upon the time or energies of the pupils. Ordinary regularity and punctuality of attendance, with intelligent and efficient teachers, a proper and discriminating classification, and faithful application on the part of the pupils during the hours allotted to study and recitations, would effectually accomplish the entire course marked out within the period prescribed—leaving an abundant margin, at any of its prominent stages, for a judicious extension or curtailment, according to the special needs or requirements of individuals or classes.

In suggesting this general and specific course of study, it is not designed to point it out as, in all respects, and under all circumstances, the most practicable. No arbitrary standard can or should be devised which will be equally, and at all times, applicable to every department or school, or to the different classes of which each is composed. Certain general principles should be established, and the prominent leading outlines of a course of study prescribed, in order to secure uniformity and system; leaving minor details, within this general range, and subject to these general principles, to be regulated by the judgment and experience of the Principal. By an interchange of views, and by comparison of different modes, and observation of the results, over a sufficiently long period of time, substantial improvements may from time to time be suggested and adopted. Keeping in view the fundamental principle that, the greatest attainable amount of useful, practical, and scientific knowledge should be acquired by the pupil during the period ordinarily allotted to instruction, with the least possible sacrifice of physical health, mental energy, or moral

excellence, no insuperable difficulty can exist in so apportioning and regulating the rate of progress as to secure so desirable a result.

EVENING SCHOOLS.

The recent transfer of the immediate control and supervision of these schools from an Executive Committee of the Board to the School Officers of the several Wards in which they may have been established or may hereafter exist, will, it is believed, increase their usefulness and exert a beneficial influence upon their general efficiency. Under a uniform system of instruction and discipline prescribed by the Board, and carried into effect by the local officers of the Wards, and by the teachers employed by them and approved by the Board, the advantages thus placed at the command of that portion of our population which is debarred from entering the day schools, can scarcely fail of being appreciated as they deserve. These schools have already made very rapid and substantial progress in the communication of useful and practical knowledge to the pupils for whose benefit they were specially designed; and they are each year increasing in value as well as in the number of those who attend their course of instruction.

In many of them, interesting and instructive lectures are frequently given upon natural philosophy, astronomy, chemistry, general history, book-keeping, and other sciences of practical utility; and every effort is made to render the instruction thus conferred immediately applicable to the pursuits and wants of those who receive it, and to confer upon them, as far as possible, the means and the power of self-culture and continued improvement. The exhibitions given at the close of each term of the progress made in the various branches of study pursued during the term, afford the most gratifying indications that no pains are spared on the part of the principals and teachers employed, to accomplish all that the limited time at their disposal will allow for the advancement and improvement of their pupils. It seems desirable, if practicable, that

the period of instruction in this class of schools should be prolonged, for the benefit of those whose time might be at their disposal, during the evenings of the spring months.

INTERNAL ARRANGEMENTS AND ORDER OF THE SCHOOLS.

Under this head, I have only one or two suggestions to make to the officers and teachers of the schools, in addition to those heretofore submitted to their consideration. The first is, in reference to the order of the pupils, especially the male pupils, during the periodical recesses. These occur at frequent intervals, from the necessity of sending out only a portion of the pupils at a time, in the primary department, to be succeeded by other portions in the male department. Unless special pains are taken in the preservation of order and quietness, the operations of those remaining in the different class-rooms, in all the departments, will be very seriously disturbed, to say nothing of the annoyance occasioned to the occupants of the neighboring houses. In many of the schools, the moment the school-room is vacated, and the yard or play-ground reached, the pupils seem to consider themselves at liberty to give unrestrained vent to their lungs, without reflecting, or being reminded, that a large portion of the school is still in session, and that some consideration is due to the quiet of the neighborhood. Surrounded as our school-houses are by a dense population, it ought not to be expected that the same unrestrained license of play and noisy manifestation of exuberant spirits should be permitted, as might properly be allowed in rural districts, where all are temporarily dismissed, and where the school-house is separated from other buildings. While, therefore, no unnecessary restraint should be put upon such exercise and relaxation as can be obtained within the narrow limits of the play-ground, a due regard to the pupils still engaged in their studies or recitations, and to the feelings and quiet of adjoining families, demand that, in this portion of the daily exercises of the school, as well as in all others, sys-

tematic order, quiet, and good discipline, should uniformly prevail, that all noisy and boisterous demonstrations should be repressed, and that no impediment to the prosecution of the other exercises of the school should be permitted to exist.

The second suggestion I have to make, under this head, is addressed to the school officers of the Wards, and has reference to the conditi on of the *outhouses* connected with the several boys' departments, in both the Primary and Grammar Schools. It is almost impossible, under the existing mode of constructing these appendages, either to keep them in good order, or to prevent the most demoralizing influences upon those who are compelled to resort to them. Both these important considerations demand, in my judgment, that these outhouses should be divided into as many *separate apartments*, capable of admitting one person only, as the space assigned to them will permit, arranged, substantially, in the mode adopted by our large hotels, and that the most efficient measures should be taken, under the direction of the Trustees, and the immediate supervision of the Janitor, to preserve them in a proper condition of cleanliness. The extent to which this duty is neglected in many of our large schools has, probably, not been brought to the attention of their officers, and I earnestly commend the subject in all its bearings to their early consideration.

SCHOOL LIBRARIES.

By the provisions of an act of the legislature, passed on the 13th of April last, it is made the duty of the Board of Education, on the receipt of the share apportioned to the city of that part of the income of the United States Deposit Fund, appropriated to the purchase of libraries, "to apportion such share among the various Wards of said city, in proportion to the number of pupils attending the public schools in each Ward;" and within one month thereafter to notify the Trustees of the amount to which each Ward will be entitled by virtue of such apportionment. On the receipt of such notice, it is made

the duty of the Trustees of the respective Wards "to purchase, in their discretion, books for the libraries of the schools in their respective Wards, to the amount of the moneys so apportioned to each Ward, and to render the bills for the books so purchased to the Board of Education, by whom such bills shall be paid." By the fourth section of the act, the appropriation of this portion of the school moneys to any other purpose than the purchase of books for school libraries is prohibited.

The aggregate amount to be thus annually appropriated to the purchase of books for school libraries, in the various Wards of the city, is about ten thousand dollars, or an average of about $450 to each Ward, to be distributed among them in the ratio of actual attendance of the pupils. The sum thus placed at the disposal of each Ward will enable its officers to purchase annually nearly a thousand volumes; and for the greater convenience of those desiring to avail themselves of the benefits of these libraries, it might be desirable so to subdivide them as to place one in each of the large Ward schools. The greatest care should be taken in the selection of the books to be purchased for this purpose; and in view of their large annual accumulation, it is eminently desirable that, in the outset, and at the commencement of this important enterprise, a systematic plan should be adopted for the supply of standard and approved works in each of the various departments of literature and science, to serve as a foundation for future periodical augmentation. The preparation of a complete catalogue, embracing the works of the best historians, biographers, travellers, essayists, poets, dramatists, novelists, philosophers, and men of science, of our own and other countries, would greatly facilitate this object, and enable the Trustees to fill up their libraries with a rich and valuable collection for the benefit of the rising generation. Text-books, except works needed for reference by teachers, should form no portion of the libraries. Care should be specially taken that no merely sectarian, partisan, or controversial works, no frivolous publications or works of doubtful morality, should find a place in these

libraries. The permanent interests of those for whose exclusive benefit this liberal provision has been made by the legislature should, in no case, be sacrificed to the interests of booksellers, publishers, or authors. Proper and efficient regulations should be adopted for the care and preservation of the books, and for their being drawn out and returned at convenient intervals. The whole subject, in all its bearings, is one which commends itself to the most careful and deliberate consideration of the officers to whom the purchase and selection of these libraries are confided.

QUALIFICATIONS OF TEACHERS.

The general superiority and efficiency of our Grammar and Primary Schools are unquestionably due, in a very important measure, to the intelligence and efficiency of the great body of the teachers employed to conduct their operations. That unqualified persons occasionally find their way into these institutions, and exert a deleterious influence upon the tender minds of those committed to their charge, cannot be denied; nor is it possible, under the existing regulations of the Board, for this department to prevent or to remedy such a state of things. The Superintendent is required to grant certificates of qualification to a large class of applicants, graduates of the State and City Normal Schools and Free Academy, without any preliminary examination; and in all cases must be governed in his judgment of the qualifications of candidates by their scholarship and their moral character, without any knowledge of their practical skill in the communication of the science they possess.

If he were authorized to grant temporary or provisional certificates, based on scientific acquirements and the ordinary testimonials of character, subject to full confirmation after a fair opportunity had been afforded for testing the practical fitness of the candidates for the duties of the school-room—their tact, skill, discipline, and general intelligence, in the manage-

ment of their classes—and if their continual employment were to be made conditional on the receipt of such final certificate—a very great additional guaranty would be afforded for the practical qualifications of the teachers. The mere ability to pass a satisfactory examination in the various branches of study required to be taught, constitutes in reality a very small portion of the conditions requisite for the successful administration of the responsible duties devolved on the teacher. The ability to communicate the knowledge actually possessed, and that indefinable tact, skill, and power, which alone can command the confidence and regard of pupils, are of far greater importance, and exert a much greater and more lasting influence upon the acquirements, character, and conduct of those under their charge.

The obligations and duties of teachers are numerous and weighty. They are bound to bring to the discharge of the important functions they have assumed, health, strength, and vigor of body—intellectual faculties, clear, cultivated, and comprehensive, and open at every pore to the admission of fresh accessions of knowledge from every attainable source, and moral qualities of the highest, purest, and noblest order. They must not only be thoroughly familiar with the history and the principles of the various sciences which they undertake to teach, but competent to their full and complete elucidation and illustration to the varying minds of their pupils. They must be capable of translating their own conceptions into the almost endlessly diversified vernaculars of those for whose benefit they are designed. They must be able perpetually to change the stand-point of their own views, in order that they may place themselves in the most effective relations to the true position of their auditors. No mistake is more common or more fatal than the imagination that what is rendered clear and conclusive to our own minds, by a particular process of reason or induction, may be made equally apparent to every other mind through a repetition of the same process. If, indeed, all the circumstances of each of those

minds could be brought into similarity—if their original faculties and powers had been similarly combined and proportioned, and their antecedents and subsequent history been substantially, or in all essential respects, the same—we might, perhaps, rationally expect the same results from the operation of similar causes. But, diversified as we know the human mind to be—diversified in its constitution, in the combinations of its faculties and powers—surrounded by ever-varying circumstances and conditions—subjected to the powerful operations of prejudice and passion—liable to be fatally warped by error and sophistry, by interest and inclination, by ignorance, superstition, bigotry, obstinacy, and stupidity—no undertaking is more arduous or difficult than the translation of thought into language perfectly intelligible to and readily apprehensible by others. The best and most successful teacher is one to whom the various avenues by which the human heart and human understanding can most certainly and effectually be reached, are most accurately and completely known—who is capable of analyzing all his conceptions, of reducing all his knowledge to elementary principles, dependent upon no precise formula of expression or elucidation, and of so dispensing these fundamental ideas, so adapting them to the peculiar aptitude and comprehension of each of his pupils, so adjusting them to the varying mental conformation—the special powers of apprehension—the known idiosyncrasies of each—as to insure an intelligent reception and a clear comprehension of the entire subject-matter under discussion. One class of minds seizes intuitively upon a mathematical proposition, however complicated and abstruse, while utterly unable, it may be, to perceive the relations and dependencies which subsist between one ordinary sentence and another, in a technical point of view. Another requires no aid in penetrating to the sources of the beautiful in language, and in giving full and accurate expression to his conceptions, but needs the constant aid of the teacher to enable him to pass from one step to another of the simplest problem involving the relation of cause and effect—the mysteries of fig-

ures, the lines, planes, and angles of geometry, or the literal symbols, exponents, and co-efficients of algebra. Conviction reaches one individual most effectually through the medium of analogy and comparison ;. another by close, direct, and consecutive reasoning ; another through frequent repetition and by the aid of memory ; and still another by the slow and toilsome process of successive accumulation of isolated facts. Each class—each individual—must be reached, and can only be reached, by obtaining access to the peculiar construction of mind which each possesses—to that intellectual avenue which alone conducts to the inner portals of knowledge. If the teacher have not this master-key—if he be ignorant of its virtues or unskilful in its use—if he attempt to group his pupils into classes and sections by any arbitrary standard of his own, irrespective of, or unconnected with, the distinctive peculiarities of their powers of intellectual apprehension—he will inevitably fail. His success will be in exact proportion to the accuracy and truth with which he has gauged, and the skill with which he has availed himself of the mental constitution of each one of his pupils. Hence the great and marked superiority of oral instruction wherever and whenever it can be resorted to—the combination of the analytic and synthetic methods—by means of which frequent, full, and varied explanation and illustration of principles and of their applications can be given.

It is to be apprehended that there is an increasing tendency among us to an arbitrary standard of classification, founded rather upon the various branches of study pursued, and the supposed necessity of going over a definite quantity of ground, than upon the capacities and attainments of the pupils themselves. The necessity for this may, in its turn, be traced to the prevalent and somewhat questionable policy of crowding the greatest possible number of pupils into the spacious class-rooms of our public schools. Too much regard cannot, indeed, be paid to a proper and judicious classification. Without this, improvement and progress are as impossible as the prevalence of order and discipline in the absence of fixed and systematic

government. But no classification can adequately accomplish its object, which is not based upon individual qualifications and attainments—which does not keep steadily in view the natural and acquired peculiarities of mental character—which does not regard the specific intellectual grade and requirements of each pupil—and which does not make for each the best possible provision of which the circumstances will admit. The distinctive individuality of the learner should never be permitted to be sacrificed upon the empty shrine of mechanical system or arbitrary convenience.

But the obligations of the teacher to his pupils are not confined to the cultivation and development merely of their intellectual powers. It extends to the discipline of their whole nature—to the growth and formation of their entire character—to the establishment of those principles and habits, the expansion of those affections, the direction of those energies and impulses, which are to give tone and expression to the entire moral being—to constitute the essential elements of its existence—to shape its destinies for time and eternity. Education, in the modern and only correct acceptation of the term, is the development and proper direction of *all* the faculties and capacities of our mysterious being. If a part only are cultivated—if the powers of the understanding are brought prominently forward, to the exclusion of the impulses and suggestions of the will—if the temper, the disposition, the habits, the affections, the strong propensities for good or for evil, of the individual being, are overlooked and neglected, while the intellect is assiduously trained and stimulated to incessant and powerful action—the inevitable result is a distorted fragment of humanity, furnished with a fearful and tremendous power of conception and of execution, unfurnished with the only safeguard against its terrible perversion to the most fatal and destructive ends. The moral and religious nature, as it is the highest and noblest attribute of humanity, demands the earliest and most assiduous care; and no education is worthy of the name, in which this culture of the immortal soul, with its priceless affections, its

heavenward hopes and soaring aspirations, does not predominate.

It is here that the teacher must take his earliest stand—on this firm foundation that he must rear up, by slow degrees, the superstructure of knowledge, of character, of future wide extended usefulness. In no other way can he hope for substantial, permanent, enduring success. The monitory annals of the past, the collected experience of centuries and ages of recorded time, the solemn voice of revelation, all history, all philosophy, all reason, combine to proclaim the utter inefficacy of the highest knowledge, the most brilliant talents, the most resplendent genius, unaccompanied and unguided by that wisdom of the heart which, like Siloa's stream, "flows fast by the oracles of God."

Only those flowers of the intellect which are watered by the perennial streams of goodness and virtue can blossom and expand in the bright light of eternity, diffusing their beautiful fragrance over the broad surface of humanity, "stealing and giving odor," carrying the sweet perfume of their presence wherever the depressing influences of worldliness, sin, sorrow, and affliction, have clouded the brow and borne down the heart; blooming in undecaying strength and vigor when the storms and tempests of the world beat around with loudest clamor; and yielding up their purest incense when crushed to earth by violence and wrong. Only those fruits of the stately tree of knowledge are of intrinsic value which nourish and cherish pure affections, high and noble thoughts and acts, and lives of usefulness and honor. That alone is the true art and science of education, the "theory and practice of teaching," which enables us, with the blessing of the Almighty, to accomplish in ourselves and in our pupils these great results; and they are the only true teachers, who, looking above and beyond the perishable garniture of time and its fleeting incidents, so inform, instruct, discipline, and guide, the intellectual, moral, and spiritual nature of those confided to their charge, that when they emerge into the scenes and pursuits of active life,

and assume its varied cares and responsibilities, they may be prepared at all points for the world's stern contact, fearless alike of its allurements and its frowns, impregnable to its assaults, and victorious over its hosts of error, evil, and guilt!

Respectfully submitted.

S. S. RANDALL,
City Superintendent.

REPORT

OF

ASSISTANT-SUPERINTENDENT HENRY KIDDLE.

S. S. Randall, City Superintendent of Schools:—

The following is respectfully submitted as my report for the year ending Dec. 31, 1860. Although a statement of this kind is required at the present time, owing to the termination of the sessions of the Board of Education for the year, yet it is not the most convenient occasion for an annual review of the results of the year's supervision on the part of the Superintendents. The annual examinations, which constitute the most important part of that supervision, commence about the first of November, and are not concluded until the following summer; so that it is quite impossible to embody, except in part, the results of these examinations, or to present a complete view of the literary condition and progress of the schools, as compared with previous years—certainly the most essential requisite in a report emanating from the Superintendents' department.

At the present time this circumstance is more embarrassing than heretofore, from the fact that the examinations which have taken place since October last, have, with only two or three exceptions, been confined to the lower classes, that is, to those below the first and second grades, the latter being reserved for a visitation to be made within the next three months. This arrangement was made in order to afford more time for the instruction of the higher classes, which, in consequence of the admissions into the Free Academy, are formed in most of the boys', and in many of the girls' schools, just

previous to the closing for the summer vacation; great complaint having been made, in previous years, by those principals whose schools were visited early in the season, of a want of adequate time for the due advancement of their pupils in the studies of the higher grades.

As some of the teachers seemed still to misapprehend the objects of these examinations, conceiving that extent of progress, rather than thoroughness of acquisition, would be regarded by the Superintendents as the criterion of excellence and success, and making the exact repetition, by their pupils, of the statements and phraseology of the text-book too exclusive an object of their efforts, it was deemed proper, by way of admonition, again to enumerate, but with more explicitness, the points with respect to which the examinations would be conducted, so that the instruction given might more generally have a reference to them, and being carried on with a better aim, might be productive of more salutary results. As, in connection with this point, the Superintendents' department has been repeatedly made the subject of very unjust animadversion, it is proper to state that the following were embraced in this enumeration:

1. Whether the pupils have obtained a *thorough* and *accurate* knowledge of the several branches of study prescribed, as far as their progress extends.

2. Whether the instruction given has extended to all the pupils of each class.

3. Whether the pupils have been taught by rote, and without a proper cultivation of their understanding, or a clear insight into principles.

4. Whether the pupils have been sufficiently trained in the use of language, to be able to express their knowledge readily and correctly; and particularly whether they have been taught the meaning of the words of the text-book.

5. Whether the influence of the teacher upon the class, with respect to discipline, has been effective, and such as to give correct habits of deportment.

Moreover, in order to test, to some extent, the methods of teaching employed, and the peculiar tact and ability of the teachers, they have been called upon to examine their own classes in certain branches and topics selected by the Superintendents.

As some objection had been made to the method pursued in previous years, of notifying the schools of the time of the examinations, on the ground that too much time was expended, and too much effort made for the purpose of special preparation, the scholars being, in this manner, overtasked and injured by hasty and immature acquisitions, the notice, this year, has been exclusively confined to the School Officers of the Wards, and thus the examinations have been much less public and formal than in previous years.

In accordance with this system, about one half of all the Grammar Schools have been visited since the 22d of October last, and all the classes examined, excepting the first and second. Nos. 7 and 26 have been examined throughout, and also No. 47, except the highest class of the Senior Department. The results, with respect to the several points above stated, have been carefully recorded, and such other information collected as seemed necessary to ascertain the condition and progress of the schools, the efficiency of the teachers, and the advancement of the pupils. These have been placed on file, to serve as the basis of general comment, subject, of course, to the demands of the Boards of Education, the School Officers of the several Wards, and such others as are interested in the particular schools to which they have reference.

With very few exceptions these results have been worthy of high commendation, showing an excellent degree of proficiency on the part of the pupils, and giving satisfactory evidence of faithful and efficient service on the part of the teachers. In these classes a decided superiority, as a general thing, has been exhibited over those of a corresponding grade, presented at previous examinations; a greater degree of intelligence, manifested by the pupils—less mere verbal repetition

—more thoughtfulness and mental discipline, and greater accuracy and thoroughness. There is no doubt, that, within the last three or four years, the teachers of our schools have become far more intelligent, skilful, and efficient, than at any previous time; and necessarily so under a system thoroughly inspecting and criticising every teacher's work, once each year. By the operation of this system, many whose labors were, from year to year, found to be ineffective, have given place to others more serviceable and efficient. Others, wanting a true and definite conception of the proper end of their exertions, have, by the failure, partial or complete, of their classes under examination, been convinced of their deficiency, and, by more enlightened and better-directed efforts, enabled to attain success, and to bring forward well instructed and disciplined classes, understanding clearly, and knowing thoroughly, all that had been undertaken, and manifesting, instead of that stolid dulness, which is the invariable result of mere routine teaching and book recitation, the spirit, vivacity, and intelligence which, with equal uniformity, proceed from the efforts of a teacher, whose mind is characterized by these important traits, and who has the requisite tact and skill to make them effective. Still, others, whose classes have invariably succeeded, have yet found, in the announced results of these examinations, a recognition of their labors and merits which it is in accordance with human nature to require, and thus have been stimulated to increased exertions in order to approach still nearer that ideal standard of perfection which, in every profession, those who "have found their work," and truly love it, always create for themselves, and which, as it is approached, becomes more transcendent in excellence, the practical reality attained, and the conception aspired to, always maintaining the same relations of distance and character.

In my second annual report, of December, 1857, attention was called to the defects in teaching, made manifest during the visitations of the two preceding years, and the most prominent among them were enumerated, the principles which

should obtain, in their removal, being specifically stated and elucidated. I am happy, at this time, after the lapse of three years, to be able to report, that very generally these defective methods and processes have, in a considerable degree, given place to others more effective and beneficial in their tendency. To exemplify by a single instance. The exclusive dependence on the text-book and recitations is no longer tolerated but in very few of the schools. Under the influence, already adverted to, and from the operation of the wise regulation of the Board, requiring a weekly review of every class by its teacher, without the use of books, teachers have been compelled to rely upon their own knowledge of the branches to be taught, and to bring into play their own general intelligence, so as to excite the mental vivacity of their pupils, and to impress upon their minds, not simply a knowledge of words and phrases, to be repeated, parrot-like, by rote, but clear and definite ideas, together with such a familiarity with the corresponding words, as to give the power of intelligibly expressing them. For it is as true with the immature, as with the adult mind, that what cannot be expressed, cannot be clearly understood; unless it has its counterpart in language, it has not entered into the mental tissues; it has been received, but not assimilated.

Special pains have been taken by the undersigned to ascertain whether the regulation, above referred to, has been obeyed by the schools during the year; and, although he has not been able to be present at many of the reviews, so as to ascertain how far the compliance may be in accordance with the spirit, as well as the letter, of the rule, he has found, by the reports of the principals, that attention has been paid to it in all the departments visited, except one, the principal of which reports, she has not complied with it, because *it was not convenient* to do so. It is very gratifying to find so prompt and general a compliance with this important regulation, and to find its good effects apparent within so short a period.

The prevailing evil, four years ago, of frequent exhibitions

and receptions, in some cases given as often as once a month, which has so often received the animadversions of this department, has almost entirely disappeared, and with it, those efforts at display which, at one time, seemed to threaten the utter perversion of the system from its legitimate purpose of instruction and discipline to that of creating a sensation, and making a show. This is a subject for congratulation; for, while occasional exhibitions, of a proper character, may do good, by bringing an efficient school into notice, and exciting additional interest in the pupils, if given with frequency they impede the entire working of the school, and prevent all solid advancement. Great care should, therefore, be taken that this injurious system be not revived.

Notwithstanding the amendments so recently made in the course of study prescribed in the regulations of the Board, considerable complaint has been made by teachers, during the past year, of the impracticability of some of its requirements. While I have no expectation that any course of study that could possibly be devised would meet the views of all the principals, I yet think that, in some respects, these complaints are well founded, and that the present course of study needs to be amended. A course which prescribes a grade of advancement sufficiently high for the most advanced of the schools, will, unavoidably, give dissatisfaction to those whose circumstances disable them from reaching its maximum requirement; while, on the other hand, one exclusively adapted to the schools of minimum attainments, would be just as unsatisfactory to those whose circumstances would enable them to transcend it. The present course is, in this respect, undoubtedly founded upon only the true principle, consisting of a series of grades, reaching to the highest point attainable by any school, and leaving all others to reach such grades as their circumstances may permit. The efficiency of a school has never been estimated by the grade which its highest class might have attained, but by the general character of all its classes, as to thoroughness, intelligence, and the other charac-

teristics of good mental training. Whenever the comparative grades of the several schools have been reported, it has not been for the purpose of commendation or censure, but, as was stated in connection with such report, to prevent, under an unwholesome competition, with regard to mere numbers, the crowding of the grammar departments with primary scholars, where they must be taught at a much greater expense, and to secure, as far as possible, uniformity in respect to the classification of the schools. Notwithstanding this fact, we find, sometimes, principals of schools, the pupils of which are too young for the attainment even of the third grade, making every exertion, in a most baneful competition, to have them hurried through the studies prescribed for the first. The consequence must, of necessity, be their own disappointment and chagrin, from inevitable failure, dissatisfaction with the regulations of the Board, as being impracticable, the overtasking of the children, and their consequent physical injury, thus exciting dissatisfaction in the minds of parents, and, of course, a general reprobation of the school system, together with all concerned in its administration. The Superintendents have been subjected to very great invective, in consequence of this state of things, while they have exhausted every means in their power to produce the contrary, invariably giving credit for efficiency, irrespective of grade.

The present course is, nevertheless, defective. With respect to arithmetic, its requirements are excessive; and, in the first grade, more branches are prescribed than any of the Grammar Schools can pursue successfully, and certainly more than any pupil ought to be required to pursue simultaneously. In the main, however, it is excellent, and, with the exercise of proper discretion on the part of teachers, would work well. No additional branches should be introduced. Latin, French, or German, should be reserved for a course of instruction beyond that of the common schools, and not, as is now the case in some instances, be brought in to obstruct the study of the more essential branches. No important progress can be made

in even one of these languages, in connection with so many other studies, and the only result of attempting to teach them must be, to inspire the overburdened pupil with a lasting disgust, which will prevent his undertaking the study of language when its pursuit would be pleasing, and success possible.

I am persuaded that the most prominent defect now existing in our system, is the attempt to teach too many things. It is not the *quam multum*, but the *quam multa* that is looked for with the greatest avidity, and commended with the warmest encomiums. It is too often forgotten that these schools are only elementary schools, and that therefore their primary object is to teach well and thoroughly the elements of an English education—to teach them so as to effect, by the instruction, the greatest amount of mental training, and thus to fit the mind, in after-life, not only to acquire knowledge, but to make its acquisition available for useful purposes. Reading, spelling, the definition of words, the grammar of our own language, with composition, arithmetic, and penmanship, should be thoroughly taught, even if to do so require the omission of every other branch. By means of these alone, the mental faculties may be expanded, strengthened, and cultivated, but without them no person can be prepared for self-culture, or enabled to discharge the duties of life. A system of education, therefore, that neglects any of these, does not deserve the name.

As a general thing, these fundamentals are well taught in our schools, but there is still considerable room for improvement. Arithmetic should be taught more with reference to principles, disregarding mere rules and mechanical processes, and especially should the study of English grammar be made to have a more direct and obvious bearing upon the use of language, composition receiving much more attention as a cognate branch. Penmanship is still wretchedly taught in most of the schools. Now, if in order to effect any desirable improvement in the teaching of these subjects, it should be ne-

cessary to omit any of the studies of the higher grades, this should, of course, be done. Of what avail is the vague excuse which we sometimes hear, for deficiency in these elementary branches, that the pupils' minds have been disciplined, and *general* knowledge imparted, while they appear as mute as mummies—their reading a drawl, their writing a scrawl, and their arithmetic conducting them into a labyrinth of error, by processes as mysterious, even to themselves, as the Egyptian hieroglyphics? Of what avail is it to be told that they *have been through* geography, history, algebra, astronomy, and what not, if they can give no intelligible account of what they know, and can scarcely spell the name of the sciences they have pursued, or even the word *science* itself? Whatever is to discipline the mind, or to prove valuable, in any other respect, to the pupil, whether it be an accomplishment, as reading, or an acquisition, as geography, must be thoroughly learned; so learned that the pupil may be enabled to state, with accuracy, his knowledge with respect to any particular point, or, if required, connectedly the whole—the greatest caution being incessantly exercised, on the part of the teacher, to guard against mere memorizing and repetition, and to render indispensable, in every exercise and process, the greatest amount of thought and intellectual exertion, on the part of the pupil, of which it is susceptible.

The prevailing tendency to attempt to teach too many branches emanates from a want of judgment on the part of those who have charge of the administration of the system—that is, the principals of the schools—rather than from any defect in the system itself. From this cause, as well as from the unwholesome competition before alluded to, the pupils are often hurried through the several grades so rapidly, that it is quite impossible they can have mastered, thoroughly and permanently, the course prescribed for each. The fundamental branches are, in this manner, frequently acquired but superficially, and, of course, the higher branches undertaken at too early an age, and without adequate preparation.

Every year more clearly demonstrates the great need in our system of a properly-organized and efficient school for the training of teachers. Those employed in our schools who are skilful and efficient, have only become so after the experience of years; and previous to acquiring it, their errors must have been productive of much mischief to the tender minds committed to their charge. How much better to avoid this, by imparting to those who design to teach, the theoretical principles and practical rules of teaching, instead of leaving them to be evolved by the slow process of experiment, with the hazard of failure in many cases, and the inevitable necessity of detriment and loss in all. There is no professional preparation for the teacher, and yet, beyond a doubt, he needs as much, if not more, than any other profession or employment. I need not argue that teaching, as a science, embraces its own principles and laws, and, as an art, is founded upon peculiar rules, without which it can neither be understood nor practised; because this is a fact demonstrated and recognized by unquestionable authorities. A wise appreciation of the nature and requisites of teaching as a science and a profession induced the establishment of Normal Schools in France by the First Napoleon. "Primary instruction," said Guizot in 1837, "depends upon the corresponding Normal Schools; the prosperity of the one is the measure of the progress of the other." In 1835, we find Lord Brougham highly eulogizing Normal School instruction, in the House of Lords, "as an invaluable gift to mankind, and as leading to the *indefinite improvement* of education by teaching the best modes of imparting knowledge, and of training children to correct habits of both mind and morals." And it was but a few years afterward that, on receiving direction from that noble woman, Queen Victoria, to establish a Board of Education, Lord John Russell said, "*The first necessity is to establish a Normal School.* It is not enough to provide for licensing teachers; they must be taught." In Germany, in Prussia, in our own State, and in many of the other States of the Union, these institutions have

been established on a liberal and comprehensive basis, and everywhere have proved themselves powerful agents of civilization and intellectual progress.

Enlightened as popular sentiment is at present with regard to the importance of education, and the magnitude of the teacher's office, it is, without doubt, very much beclouded in respect to what teaching really is, and what are the essential conditions for the attainment of its proper objects. Indeed, teachers themselves, as I have already remarked, are too often found without an enlightened appreciation of the nature of the task which they have assumed; and, absorbed in the mechanical routine of their office, losing sight of the *end*, in their exclusive devotion to what is only the *means*—teaching the *thing*, but failing to instruct the *person*—eager to pour in knowledge, but neglecting to bring out mind. No teacher, properly instructed in the first elements of educational science, would permit children to sit, day after day, on a crowded gallery, doing nothing but gathering the rust of inactivity and dulness upon their naturally fresh and active minds. Yet such is too often the case, especially in many of our large Primary Departments. Thirsting for knowledge, these young minds are fed only with the dry chips of formulæ and verbiage; and, instead of exercises radiant with the intelligence, vivacity, and variety of a teacher who brings to bear all the resources of an active mind, guided by the principles and rules of a profession which has been thoroughly studied, they pass the dreary hours in the monotonous repetition of arbitrary and meaningless sounds. The consequence necessarily is that, during the first three months of attendance at school, while they are learning the alphabet, many children lose the mental elasticity with which they entered it, and either become incurable dunces, or at any rate, pass into the more advanced grades of study with a diminished desire for knowledge, and diminished powers of acquisition.

Only a slight acquaintance with the nature of those minds which it is the province of teaching to discipline and unfold,

would go far to prevent this and all such errors, and the injury which the children must suffer from them. It is in the Primary Schools that this misapprehension is most prolific of injury. The mind, and, indeed, the entire nature of the pupil, are so plastic, that impressions then made are deeper and more ineffaceable than at any other time. It is then that culture is most practicable. The means for it are boundless, while, left to itself, the mind deteriorates and runs to waste. Elementary teaching, beyond every other, requires the exercise of skill; requires a profound knowledge of mind, as the subject-matter for its exercise, and of the various agencies to be employed in applying it. But in accordance with our system, this is almost exclusively performed by those who have neither knowledge of how to teach, nor experience in its practical application. The lower grades are, with scarcely an exception, taught by these inexperienced teachers; because as fast as they become acquainted with the routine of their employment, and evince a tolerable ability to control children and prevent disorder, they are promoted to higher classes, or to the Grammar Departments, and give place to beginners. It is this deplorable evil that most imperatively calls for the interposition of the Board of Education, by the provision of means for the training of teachers. Let this be done, and our schools would immediately advance immeasurably beyond their present degree of excellence and efficiency, while, without it, the improvement that can be effected is very limited indeed.

It is true that many efficiently discharge the duties of teachers who have never made the principles of their profession a subject of special study, and have received no training in its practical operations. There are a few minds who discern intuitively more than others are able to discover by the most laborious study and research; and these often employ the most abstruse principles of science, without the least consciousness of it. These are, however, exceptional cases; and, as genius is superior to all rules of art, constitute no criterion as to what rules are necessary for the guidance of ordinary minds. Many

employ arbitrarily certain modes and processes of teaching, which they have acquired by imitation, or borrowed from the experience and intelligence of others, without at all understanding the principles underlying them. But how greatly would their resources and usefulness be increased by a familiarity with the scientific principles of their art! With how much more correctness and expertness would they be enabled to adapt it to the innumerable diversities of mind, character, and circumstances, that are constantly presented by the classes which they are required to discipline and instruct. How much more variety and novelty would they have at command to sustain the flagging interest of their pupils, and excite them to earnest attention, without which no process can succeed. The mere artisan has only one set of rules adapted to such cases as ordinarily arise within the sphere of his labors, and, accordingly, when any peculiar exigency occurs, requiring a deviation from them, he is entirely at a loss; on the other hand, the scientific operator is always prepared. Whatever demand may arise, however unexpected the conjunction of circumstances, he is able to draw from the general principles with which his mind is stored, a process for removing the difficulty. In every department of human effort and labor a thousand exigencies are liable to arise which, being entirely unprecedented and unexpected, can only be met by the application of principles: mere rules and processes of art are then utterly useless.

In view of these few brief considerations, it is ardently to be hoped that the Board of Education for the ensuing year will resume the consideration of this subject, and either adopt the proposition submitted during the present year, with reference to a Normal and High School, or make some other provision which will supply this really great *desideratum*. Its necessity appears particularly urgent to those who have the minute supervision of the operations of the schools, because it is forced upon their attention at every step, and because they find that

the zeal and fidelity of the very meritorious corps of teachers in the employ of the Board only need this antecedent training and instruction to exalt our great common school system to the highest point of efficiency and excellence.

Respectfully submitted.

HENRY KIDDLE,

Assistant-Superintendent.

December 31, 1860.

REPORT

OF

ASSISTANT-SUPERINTENDENT WM. JONES.

Hon. S. S. Randall, City Superintendent :

DEAR SIR: The close of another year devolves upon me the duty of presenting to you a report of the condition and progress of the schools to the examination of which you assigned me. This duty is, in many respects, a pleasant one. To speak of the development of mind on the part of little children just becoming familiar with the elementary studies of the school, cannot be other than an interesting portion of official labor; and to record the progress made by such is a peculiarly pleasant task. I know that in attempting to perform this duty I shall say many things hitherto written by myself as well as by others, and perhaps shall not present my views with the same clearness and perspicuity with which eminent writers on the education of the young have presented theirs; yet I shall proceed briefly to consider the progress of the pupils during the year just closing, the evils which have weakened in some degree the efficiency of the system, the changes made and which might yet be made to their advantage, and the erection and improvement of school edifices in order to accommodate the children now attending school and others desiring to enter.

By the reports made to the Department by the Principals of all the various schools on the 24th instant, it appears that the whole number of children who had been taught in the Grammar and Primary Schools for a greater or lesser period during the year just ended, was 145,870, and the average

attendance, 55,050. Of this number, 93,684 were taught in Primary Schools and Departments, and the average attendance, 34,077—thus showing that sixty per cent. of all the children taught in our schools belong to the elementary classes. These statistics do not, however, present a correct view of the number who are pursuing the studies which the Manual of the Board of Education prescribes to be taught in Primary Schools. In most Grammar Departments there are to be found one, and ofttimes more than one class, composed of children promoted from the Primary Department before they had reached the grade of the highest class in such departments, in consequence of the crowded condition of the latter, or the urgent wishes of the Principals of the former. Sometimes these promotions are beneficial, while at other times they are positively injurious, inasmuch as they transfer children from the care and instruction of competent teachers, who generally have charge of the higher classes of Primaries, to the often young and inexperienced téachers of the lowest classes of Grammar Departments, where the opportunities for improvement are not as great as in the former. In previous reports I have endeavored to explain the causes and effects of premature promotions, and may now again have occasion briefly to advert to them. There are localities where the Primaries are crowded to overflowing, while the Grammar Departments have but a meagre attendance; and hence, School officers have found it expedient to make frequent promotions in order to relieve the one and fill up the other. In such cases I would respectfully suggest that the Teachers of the Primaries should continue their instructions with the same degree of thoroughness and efficiency as though the pupils could remain till they had completed the course prescribed for such Schools. Instead of this, there is a desire to carry the pupil over so much ground before promotion, in order that all may be said to have completed the course, which results in evils affecting the standard of both Departments. If any Primary is unable, from the causes named, to retain pupils until they have thoroughly mastered the elementary branches,

and promotions must be made oftener than every six months, let the teacher consider it to be her duty to impart with clearness and force instruction only in such branches as the children can well understand; and when they are proficient in these, if they are promoted, then the teacher of the next higher class can give the additional information of which they were deprived by the early promotion. Unless this course is pursued, the same system, now too prevalent, will be continued; teachers will endeavor to bring their pupils up to the required standard as laid down in the Manual, and the teaching will be superficial and of less positive value. The Committee on Course of Studies of the Board made some important and beneficial changes in the grade of studies to be pursued in Primary Schools, so that the complaints of some Principals of Grammar Departments that children were detained in Primaries until they understood long division, to the injury of their own school, can now no longer be justly made. Promotions must now take place when short division has been completed; but in most instances they are made when the pupils are supposed to understand, with some degree of thoroughness, multiplication, a knowledge of the definitions of geographical terms, and the map of the hemispheres. Arithmetic being the standard which regulates promotions, the greatest care should be given to it, so that the children may be carefully instructed in the principles of notation and numeration. To accomplish this, the numeral frame should be constantly employed. It is not necessary that I should in reference to its use say much, as my venerable and experienced associate has written so much and so ably on this subject, and therefore I shall only commend to teachers of the lower classes a careful perusal of his views and recommendations; believing that a compliance with those will be found easy and pleasant, and the results in all respects advantageous. Now, in many schools I find that numeration is but imperfectly understood, and that pupils who are reported to be proficient in multiplication cannot always numerate correctly. A general use of the numeral frame in connection with the black

board will correct these evils, and impart to the inquiring mind a clear knowledge, not only of numeration, but also of all the other fundamental rules. When a greater care in these respects shall characterize the modes of instruction to our youth, teachers of Grammar Schools will not have the opportunity of saying, as they now frequently do, that they have to perform duties which properly devolve upon the lower departments, and assign that as the reason why the standard of their own schools is not higher than the examination discloses it to be. I know that these evils are not general, and that they only exist in some schools, mainly those where promotions are often made; yet all these may disappear if teachers only will regard the instructions now, as well as heretofore, communicated from your Department. The average attendance of all our Primary Departments ranges from 600 to 1100 each. This is a very large number, too large for successful operations. Many of the classes consist of over one hundred pupils, and there seems to be no way of dividing them or reducing the numbers for want of room, though in many instances from two to three hundred are promoted yearly. I have known Primary Schools, in the immediate vicinity of these large schools, of well-established reputation, and having most excellent teachers, with a very small attendance; and no efforts on the part of the latter, or no persuasions on the part of the Principals of the former, could induce the parents to send their children to them. The reason, doubtless, is, that Primary Departments are held in more commodious and beautiful structures, and the music is not only vocal but also instrumental; whereas Primary School buildings have no attractive exterior, and School Officers sometimes forget to visit them, and therefore do not know that pianos are seldom to be found in them. Our people love attractive places, and all parents are not prepared to decide what is best for their children, therefore one class of schools is crowded to excess, while another could accommodate a much larger number than it now does. I am pleased to discover that the officers of some Wards have directed their

attention to these matters, which are of much importance, and have made important improvements in the buildings for Primary Schools, particularly in those erected by the late Public School Society, and which I shall take occasion to allude to hereafter. Reading and spelling are important branches, and perhaps no schools in any city can present children, whose ages do not average over eight years, who can read more correctly, and who are enabled to spell and define with more clearness, than do those attending our Primary Schools. And yet, that we may progress in the right direction, and continue to deserve the commendations so justly bestowed upon the efficient system of Primary instruction now existing in this metropolis, I would like to make to teachers certain suggestions which I have heretofore made and again feel it my duty to repeat. Every lesson read should be thoroughly analyzed by the teacher, by questioning the pupils in relation to the subject-matter contained therein, awakening his or her thoughts and arousing curiosity. Everything alluded to in the lesson should be explained and talked over, the picture at the head of it made the subject of inquiry as well as of explanation, and the results which would follow would astonish both teacher and pupil. It would create a habit on the part of the latter of carefully examining every word that he reads, and thus he would become familiar with its meaning, and also of the nature and uses of objects named in his lesson. This habit, thus early begun, will be continued and strengthened through subsequent life, and contribute to make all closer reasoners and profounder thinkers. It is also the most pleasant way of teaching, as the class becomes one of thinking, active, and inquiring minds, anxious to know all that the teacher may understand upon the subject before them, and interested in the results of such agreeable and useful investigation. Of course to do this to advantage, to satisfy the curious and awakened mind, requires familiarity with subjects treated of in the lesson, and this can only be had by careful study on the part of the teacher. Hence, not only is the pupil benefited, but the

knowledge of the instructress is likewise increased and the pleasures of both enhanced. This method may therefore properly be denominated, teaching made easy. Upon this point I shall hereafter say more when I consider the advantages of oral instruction. In many of the classes books are used which are evidently too advanced for the great mass of the scholars, who often fail to comprehend the meaning of the words composing the lesson, and for want of such a practice as I have adverted to, the reading is not of that kind that we ought to expect. Let us strive to impress upon the teacher, and through her upon the pupil, that it is not the number of pages that they may have read or the first or third reader that they may have, which will decide their proficiency or indicate their intelligence, but rather a thorough understanding of what they have gone over. The Public School Society had only two readers in their Primary Schools, both valuable, containing interesting moral stories as well as a brief history of animals, vegetables, and minerals. These lessons were suggestive, and designed to make both teacher and pupil thoughtful and intelligent. They have been superseded by others, many of which contain few stories on animated nature or the vegetable and mineral kingdoms. Tales of a light and entertaining character, biographical sketches of useful persons, all caloulated to impart agreeable and therefore valuable information, constitute the contents of most of our readers. I have thought that if they oftener contained practical lessons on natural history, their value would be greatly enhanced.

The Board of Education, in adopting the report of the Committee on Course of Studies and School Books declared that, in its judgment, it was unwise to compel the children attending Primary Schools to study lessons at home. The amended By-Laws forbid such study, and confine it exclusively to the class rooms during school hours. This will enable the young to devote the hours after school to that healthful recreation, which is so essential to their future welfare. It devolves upon the teacher the duty of giving more personal attention to the

explanation of the lessons, instead of merely hearing them recited, and also favors the system of oral instruction, which brings teacher and pupils in closer and more pleasing relations. Notwithstanding the By-Law is explicit upon this head, still I have found it necessary to ask an enforcement of its requirements at the hands of some Principals, who permit their pupils to take home their books as formerly, and who urge, as a reason for that act, that the change does not forbid it. The object of the By-Law is to prevent studies at home; and if children are not required to study out of school, why permit them to carry their books to and from it? Surely such labor is not necessary. The true reason, however, is this: many parents do not believe that their children are making suitable progress, unless they take home with them an armful of books, and the larger the size the greater the supposed advancement. Before this By-Law was passed judicious teachers were visited by these mistaken parents, and censured because their sons and daughters had not as many and as large books as the children of their neighbors, who attended some other school. No explanation could remove the impression made upon the mind of parents; and the teachers had either to place additional books in the hands of their pupils, or suffer them to attend schools where they would receive them. While careful and intelligent parents, who look at the physical wants of their offspring, rejoice at these changes, ignorant ones regret any action on the part of the Board, which they think limits the knowledge which their children should receive; it, therefore, becomes the duty of every Principal, not only to enforce the law, but also to see that the pupils are properly instructed in the classrooms. In most of the schools they are relieved from teaching any particular class, in order that their attention may be directed to the general management of all, and this can be well accomplished by giving to each a portion of time during the day. From the interest manifested in the results of the examination of particular classes by some Principals, I am led to fear that an undue partiality toward *their* teachers may

incline them to devote time and attention to theirs, to the neglect of others. A good teacher does not require much aid; it is the young, the inexperienced, and the feeble, who demand assistance and encouragement from the head of the school, so that they may be efficiently sustained, and their pupils properly instructed; any preferences, openly manifested, for one teacher over others, inevitably beget jealousies and troubles, and impair the harmony and kind feeling which should always prevail in every school, and which conduce to its increased efficiency and success. The amended By-Laws forbid the use of Manuals of Geography in our Primaries. This is likewise a step in the right direction. They are not needed, as outline charts and maps in the hands of competent teachers can do more in imparting an elementary knowledge of this useful branch, than home study and mere recitation could possibly do. I have had occasion to speak upon this subject heretofore, and am glad that my opinions have been concurred in by the Board. Children may be taught to recite that a cape is a point of land extending into the water; that an island is a body of land altogether surrounded by water, and a lake is a body of water surrounded by land, and yet know nothing of either. In numerous instances I have detected a want of knowledge of the meaning of the definitions given, even when the class could recite each answer correctly. Outline charts, such as are to be obtained at the Depository, will give to every pupil a correct idea of the thing spoken of, and the illustrations are so excellent and beautiful, that an intelligent teacher may occupy the hour devoted to its consideration in explaining them, to the edification and profit of the class. They are eminently suggestive, and should be so regarded; and if the suggestions were carried out the pupils would possess a much clearer and more intelligent comprehension of the subject than they now do. The same may be said of the superiority of oral instruction, by means of outline maps, over the former method pursued, of placing books in the pupils' hands, and requiring them to recite certain lessons from them.

The divisions of the earth, of both land and water, may be pointed out, the intimate relations subsisting between them, so beneficial to the inhabitants of the former, may be explained; the various countries, with the people living in each, with an account of the climate, soil, and productions, may be dwelt upon with profit, together with the history of nations and races, with the progress made by each. All this will afford an opportunity to impart the choicest information in an easy, simple style, to the youthful mind, anxious to know why and wherefore in relation to everything; and cannot fail to make impressions, never to be effaced, and aid the thinking faculties, when otherwise they would lie dormant. Such lessons would prevent the general impression, on the part of our young pupils, that the farther south you go the warmer it becomes; as the teacher will not fail, in a familiar manner, to give her attentive and inquiring scholar some knowledge of elementary astronomy.

I hope I shall not be told that I am recommending a system which will require more time than can be allotted to this study; should any do so, let me advise such to try the experiment, and see how much more can be accomplished by the earnest, intelligent teacher in leading the mind in the proper direction, and awakening intense thought and careful inquiry, within the same time, than by the former method. Of course this system involves study and thought on her part, without which her efforts would be in vain. If the interest felt for her class were limited to school hours, I fear she would not half discharge her duty. With some, I am afraid this is the case, and hence these results are not as favorable as all desire; but the faithful teacher will ever be searching after truth, so that she may be a true educator of the tender minds intrusted to her care.

Lessons on common objects cannot be so intelligently taught as they would be if the Board provided illustrated maps of animals and plants, as well as samples of minerals, and the principal articles of manufacture in common use.

Upon this subject much has been written, and the teacher in search of useful information may find many things that are valuable in a work recently published, entitled, "Object Teaching, and Methods for Primary Schools," by the Hon. Henry Barnard of Connecticut, as well as others now in the Depository. At present, the custom which prevails is to write down in a book certain questions and answers, which are taught to the child, who can repeat them correctly and with great fluency to the examiner; while, at the same time, many of them have as little true knowledge of the meaning of the answers as the parrot who pleases us by calling familiar names, to which he has been trained. I hope that the efficient committee, to whose recommendations I have heretofore alluded, will adopt this much needed reform, and thus aid the willing and intelligent teacher in the performance of her arduous duty.

During the past year, the Committee on Warming and Ventilation have given the subject intrusted to their considertion much investigation, and have obtained the testimony of many scientific men upon the best modes of heating and ventilating school-houses, and reported to the Board the results of such investigation, which report is now published. And yet, after so much labor, no uniform system is recommended, and local school boards will go on, as heretofore, and heat their buildings with stoves, hot air, or steam, as each may determine. I was led to hope that, after so earnest and patient an investigation by the Committee, some uniformity in warming and ventilating would be recommended, so that the great evils, said to be generated by improper methods, such as are pointed out and dwelt upon at length in the report, would be hereafter prevented. Whatever opinion may prevail, in relation to heating, by others, I am satisfied that hot air furnaces are positively a nuisance in any school building, as the air which warms the rooms, and must be inhaled by all, is, before entering them, deprived of most of its vital properties. Headaches, on the part of teachers and pupils, with other and more serious

diseases, follow; and if we cannot have steam pipes throughout our school buildings, let us resort to the old system of stoves, with the water-basins, rather than be injured by the former. Very many of these hot air furnaces are utterly incapable of furnishing the required heat on a very cold day, and in many of the buildings which are provided with them, there are to be found stoves, rendered necessary to insure a proper degree of warmth to the scholars. The only ventilators in general use are the windows, which are frequently lowered, so that children are exposed to currents of air, which frequently produce colds, coughs, and fevers, and yet it seems necessary that these windows should be so used, otherwise the atmosphere would be unendurable. I trust the Board, from the information placed in its possession by its Committee, will endeavor to adopt some different system, which, while it shall give necessary warmth to all class-rooms, at the same time, shall furnish a pure and wholesome atmosphere.

The examinations of the present year have been made by me in the class rooms, and have been pursued with the same thoroughness as heretofore, and exhibit the same gratifying results as those of former years. Notwithstanding many defects in the processes of instruction, of which I have not hesitated to make mention, yet are the children taught with a good degree of thoroughness. Examining, as I have, most of the junior classes of the Grammar Schools, for the past two years, I am glad to be able to state, that many of the advanced classes of the primaries will favorably compare with the former in intelligence, and acquaintance with the branches studied. Teachers uniformly express their regret, that the former system, of marking the proficiency of a class as manifested while under examination, has been (in accordance with a report of a committee) superseded by another, which they regard as not so full, explicit, and as satisfactory, as the former, and, for these reasons, would gladly hail the restoration of "former things." The emulation excited by that system, tended to make pupils and teachers industrious, and generally

produce very gratifying results. I hope that all will feel it to be their duty to do whatever is within their power toward enlightening the mind, and imparting to it correct ideas of truth.

During the past year, great improvements have been made in the Primary School buildings. As before stated, these are isolated from grammar departments, and present a uniform appearance, not very attractive to parents in search of those having beautiful exteriors. The excellent Superintendent of School Buildings has remodelled several of these, viz.: One in Seventeenth street, another in Eighteenth street, in the Sixteenth Ward, and a third in Thompson street, in the Eighth Ward, so that additional class-rooms have been furnished, and new desks and seats, with other improvements, long needed, have rendered them as comfortable and as pleasant as any of our Primary Departments. These increased facilities will, no doubt, be properly appreciated, and produce results proportionate to the benefits conferred. Similar improvements will be made, as occasion requires, in the other buildings, now deprived of the necessary facilities, so that none may have occasion to complain of the want of them. The new school building, for the accommodation of Nos. 25 and 27, now building in Oliver street, Fourth Ward, is nearly finished, and will be ready for occupancy this Spring, and will accommodate eight hundred pupils. It no doubt will be immediately filled, as the opening of Chambers street razed to the ground the buildings occupied by Grammar Schools Nos. 1 and 26, and no other apartments have, as yet, been procured, by the School Officers, for their accommodation. Improvements have been judiciously made, in other buildings, which I am prevented from referring to by the length of this report, which, already, has been extended beyond the limits originally assigned it; and I shall only add, that whatever changes are properly made, which will make our school buildings safer and better, yielding to the children greater facilities for acquiring knowledge, will, I am sure, be justified by the community.

In a previous report, I ventured to recommend the establishment, in new localities, when needed, of a number of intermediate schools, which would combine efficiency with economy, and answer all the demands of the public. Subsequent reflection has confirmed me in the view of the subject then presented. Most of the children attending school, leave at or before attaining the ages of twelve and thirteen. Indeed, thousands are taken away before they have reached eleven, by needy parents, and sent to work. An examination of the tables which were published with the results of the examinations, as formerly recorded, will enable you to discover that over three fourths of the pupils do not remain long enough to enter the higher classes generally taught by males. Would it not be far better to erect buildings, fashioned after the model of the Primary School-Houses, in the Sixth, Ninth, and Eleventh Wards, though somewhat larger, and intrust their management to the care of females, and permit the pupils there to remain, until they had completed the fourth grade of studies, as prescribed for Grammar Schools. These are now taught in nearly all the latter by females, and certainly as successfully as by males, if not, in many instances, more so; and on the completion of this course, they could be promoted to such Grammar Schools as might be convenient. Comparatively few would leave for such a purpose, if we can form any opinion from the facts already in our possession; at any rate, it cannot be doubted, that their continuance in such schools for so long a period, and under the instruction of competent teachers, constantly watched over by the same eye, will produce the most beneficial results, both morally and mentally. Experience has demonstrated that a change of schools is not always promotive of good, particularly where the one left has a most excellent reputation for discipline and scholarship. This system would prove an economical one. The cost of erecting and furnishing large Grammar Schools at the present time, is about forty-five thousand dollars each, whereas thirty thousand would be amply sufficient to pay all the necessary

expenditure incurred for one of the class named. In one of the largest schools in the city, there is an attendance daily, in the Primary Department, except in stormy weather, of one thousand and upward, and the salaries of the twenty teachers do not exceed five thousand five hundred dollars, or about five dollars and fifty cents per scholar. In the male department of the same school, most of the teachers (about two thirds) are females, yet the amount of the salaries paid is more than one third higher, while the usual daily attendance is not over thirty per cent. of the former, making the cost of tuition, per capita, twenty-two dollars and seventy-five cents. In this school (and the rule will hold good with most of them), over seventy-five per cent. of the scholars leave before they enter the classes which pursue the studies of the fifth, sixth, and seventh grades. If these recommendations were carried out, it would not lessen the number of grammar departments actually required, while, at the same time, it would furnish the same amount of instruction as those now attending receive, and at a much less cost. Already, in many portions of the city, the circumstances of families are such that children are leaving school at so early an age that the higher classes contain but comparatively few scholars, while the lower ones pursue primary studies, and are crowded to excess. The School Officers of the Seventh Ward, impressed with the same ideas, have virtually carried them into practice, and others will probably, before long, find it expedient to follow their example.

EVENING SCHOOLS.

In pursuance of your instructions, and acting in accordance with the wishes of the Executive Committee on Evening Schools, I visited the schools under its care during the first term, which commenced in January last, and closed early in March. The number registered in the male and female departments was 9,264, and the average attendance for the term 5,873. The last, or fall term, which opened on the 1st of

October, and closed December 21st, was a prosperous one. The registered number in the male department was 10,560, and the average attendance 5,607; in the female, there were registered 4,499, and the average attendance was 2,969, making a total registered, in both departments, 16,059, with an average attendance of 8,576. This is somewhat larger than during the correspondent term of the preceding year, notwithstanding the excitement growing out of the presidential election, with the almost nightly processions and attractive bands of music. On the evenings when the largest processions took place some of the buildings were almost depopulated, and many of those previously attending forgot to return. It is not, however, by an array of high figures that we can justly approximate to the good annually imparted to the class of our population who are pupils in these institutions, for I have no hesitation in saying that a large number who attend, from various causes, do not, or will not, be benefited. The want of punctuality retards their progress in many instances, while youth and indifference interfere greatly with it in others. In my last report I assigned some reasons for arriving at the conclusion, that children under twelve years of age should not be permitted to enter our Evening Schools, and another year's observation and experience have only confirmed me in the correctness of the opinions then expressed. Notwithstanding all this, thousands of meritorious and deserving individuals have learned to read and spell, and write, and have manifested their appreciation of the blessings enjoyed by an almost nightly attendance, and constant diligence while there. As most of these are engaged in some species of employment during the day, the muscles of the fingers become stiffened, and it is with much difficulty that they can be made to hold the pen correctly. Some specimens of penmanship, however, which I saw, were of a superior character, and I was rejoiced to hear that all this had been acquired by the writers while attending faithfully these schools. Others, who knew nothing of arithmetic, or very little of it, had made commendable progress in this important

branch, and promised to attend the coming term, that further improvement might be made. The Board of Education, by the adoption of new By-Laws, has devolved the management of these schools upon the Local Boards of School Officers of the different Wards, permitting them to nominate the teachers, limiting the number to one for every thirty scholars, based upon the average attendance for the correspondent term of the preceding year, subject to confirmation by the Board. The latter change is a decided improvement, and if strictly carried out will somewhat reduce the expenses; while the former is of such a nature that we shall be better enabled to decide upon it, after we have tried the experiment. I hope that the School Officers of the various Wards will give that close attention to these schools which they require, and which has not heretofore been given by them (for the reason that they possessed no authority over them). I shall continue to visit and examine the various classes as heretofore, and ascertain whether the By-Laws are strictly adhered to; so that I may report any violations, should I ascertain such to exist.

It will be seen that the number of pupils who have attended our schools for the past year has been somewhat larger than during any preceding one, notwithstanding many parochial and German schools, during the same period, have been opened, and have taken many children who formerly attended the public schools, and that the progress made has been such as to endear the system to our citizens. To accomplish the truly great and important results proposed to be attained through its instrumentality, we must not ignore the moral and religious influences which are so necessary for the safety of society. That knowledge which only reaches the head and finds no entrance to the heart; which does not refine and purify the affections, but only increases our means of reaching personal ends, regardless of the rights of others, can only be pernicious in its character and destructive in its consequences. Fortunately, such is not the kind taught in the schools of this city. Whether the Bible be read in the mornings or not, its

sacred teachings are inculcated by every teacher, and the reading lessons contain the sentiments of a purely moral as well as religious character, drawn from the teachings of the Divine word. So long as these remain in the hands of children, and are read and pondered over by them, so long will they influence their conduct through life, and prepare them more effectually to overcome its many temptations. And if parents will only strengthen and support the teacher by right instructions at home, their offspring, with the blessing of that Divine Being who rules over all things, will be enabled to become worthy and virtuous members of society, and, by the development of principles of integrity and religion, not only be a blessing to the present age, but also to generations yet to come.

WM. JONES, *Assistant Superintendent.*

NEW-YORK, *December* 31, 1860.

enabled to transmit its benefits to others. But we cannot estimate the hindrances to this result, if wrong methods are practised in the Primary Schools; for habits will be contracted which may defeat the efforts of a Samson to break them.

The deficiencies of training in the lower classes require "line upon line, precept upon precept," with oft-repeated lessons. I have gone over very much of the ground in past reports, and, as I trust, with some plainness, and in terms well adapted to the purposes and exigencies of our Primary Departments and Primary Schools, as at present constituted. But I still find a great lack of experience in the art of teaching. It may not, therefore, be out of place again to set forth some of the most important points, even should it be by repetition, as my suggestive lessons may chance to be read by many who are but novices in teaching; for many such there are (though improperly) having the most important charge of any in the schools—the responsible office of "teacher of babes," requiring the skilful husbandry in mental culture, of preparing a proper soil for the future labors of the Grammar School teacher, and the most urgent business of education, "a right mental development." What I have to say may not have the merit of striking originality, and may lack boldness of thought; yet from its very simplicity, it may prove suggestive even to enlightened and experienced teachers, and may also better find an avenue to the minds of the inexperienced. Many treatises on education are issued from the press, and, I think sometimes, that I have read them to a loss of time; for I find novelties striking and plausible, but they are often visionary and speculative, and betray the absence of practical experience in dealing with the unenlightened on this subject. For the use of young teachers in the Primary School, the best of them seem to fail just in the place of most need. This deficiency from time to time I have sought to supply, and I now again endeavor to contribute to the welfare of this the most important department of education, because it is evidently necessary thus to secure the well-being and prosperity of all those beyond it.

Education properly means to open the mind; but the most usual processes of mental training tend mostly to shut it up. "To teach the young idea how to shoot," is no unmeaning phrase. It is full of philosophy. It is the development of the bud, the flower, the fruit. The great error is committed in not following out nature, who has already, by a course of beneficent and providential instruction, begun, and somewhat matured, the work of mental development. The child at first comes, perhaps unwillingly, to the school-room, leaning upon the arm of nature, vigorous and healthful both in mind and body, from her wholesome discipline. Thought has been its breathing element; instinctive curiosity has guided all its steps; liberty of thought and inquisitiveness has been its delightsome privileges. The social intercourse of the family, and the active scenes of its roving life in the streets and on the play-ground, have met all his mental wants. There, too, the instincts of nature have prompted him to ceaseless activity, to expand the superfluous fluids of life's current so abundantly deposited in every curious gland and muscle. Thus both the mental and corporeal system has had a right direction given to their opening powers. This is the work that it is the office of the teacher now to carry forward to maturity and perfection, by the same processes instructed by the leadings of nature. Instead of this, however, the children are taught to sit still, and thereby stop physical development and cherish deformity. Memory, almost alone, is cultivated at the expense of the more intellectual faculties. The reflective faculties cease their activity, and mind is almost shut up, at least it is at a stand. Supply, then, the teacher with the crayon and the black-board, the numerical frame, a card of the alphabet, and the dissected letters, with an abundance of natural and artificial objects, and, if apt to teach, and of a well-stored mind, skilful and experienced, she takes the place of the gracious teacher that has led the way, and with a divine and protecting hand, has already laid the foundation of physical and mental strength sufficient for the superstructure.

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The first lesson to be taught is to *look*, to observe. Let the teacher remember that habits of attention by the eye is the all-important first lesson. It is a habit that *must* prevail. The movements necessary for the drill of the school, and for physical training, will be the readiest means of at first attaining this object. Such a measure, too, will win the pupil to the restraints of the new scenes of life he has entered upon. It still leaves to him the privileges of his accustomed field—only occasional sitting—no restraint—continued action; but it is regulated motion. Hitherto this was voluntary and without direction, it is now in concert with others, and requires vigilance, not only of the eye, but the mind. Comparison is called into exercise in distinguishing the variety of movements and to form them with exactness, and in the same measure of time. This cannot be effected without mental effort. By this simple and natural process, therefore, the mind is acted on as well as the body, for thought is exercised by concerted action through the means of the eyes. The motions should not only be varied, but sometimes suddenly changed, and oft repeated, to occasion ceaseless vigilance—training the eye to fixed attention. On this all-important point of *looking*, will depend many future steps of mental training. It should be gained at once without fail.

Suppose the pupils to be seated at ease, and without the restraint of too much quiet; then suddenly give the signal to look—a single clap of the hand is most effectual for this; then, by further signals, direct them "to rise," "to sit," "to turn round," "face about," "face right and left," and every variety of gymnastic movement, constantly changing the form, to keep up ceaseless vigilance on the part of the pupils, who are thus made to exercise the comparative faculty. Thus, without a single literary lesson, the mind is already begun to be slowly cultivated, while the more important in order of time, the physical powers, are duly developed. When thus excited and brought to a state of rest, then win their attention by familiar conversation and by questions, explaining facts of common things around them, and by objects prepared for this use.

Their own artless remarks will generally open abundant opportunities with subjects of instruction by the way. By this familiar intercourse and exchange of thought, will be created an atmosphere for the mind to breathe.

The constant activity of the perceptive and reflective faculties is as pleasurable to them, and even necessary, as the exercise of the lungs to the physical system. This it is that confers mental enjoyment and rest of body, amidst the most toilsome burdens of study in after life. How tedious and burdensome, then, and how deadening must be the influence of the contrary course at a time when the mental capacity is incapable of bearing its pressure. Though the many things that have been roted are well remembered, there is a vacuity of thought. Is it, then, to be wondered at, that the school-room sometimes thus becomes a prison-house, almost without hope. But, by the course I have here suggested, and so often, and so variously enforced, life and vigor are infused, and progress will soon attest the benefits of such methods of mental training, as should form the entire features of the system of instruction to be pursued at the earliest stages of education, while it should always find its proper place at every future step of the important work. The natural eye, and mental perception, harmonize in action with greater force than any other of the senses, and is more effective for the purposes of intellectual culture. How comprehensive the power of the eye! It forgets not the things it has seen, and thoughts never die. To the ear a multitude of sounds is confusion; and its apprehensions, as well as the mental perception, is feeble. The same message given verbally to different persons, will scarcely be understood in the same way; but when presented to the eye, all comprehend it at once, and in the same manner. What a multitude of objects are perceived by a single glance of the eye, and all with perfect distinctness and harmony even when distant. There is no delay in its action, as by use of the other senses. Its apprehension is immediate. Like the pictures by the process of Dauguerre, the eye

"Engraves its knowledge with a ray of light."

From the tenor and force of the foregoing remarks, the teacher will feel and understand the value and necessity of black-board exercises, also the use of objects, in their early lessons, to every possible extent. They will find by experience, that such methods will secure knowledge as a *perpetual possession;* while that acquired by the memory only, being but a synthetical series of verbiage, will perish in the using. It is imperfect knowledge, and is dependent on other faculties to make it practically useful, for it cannot be used to increase its stock. By the acquirement of knowledge, and the storing of it in the memory by right and natural processes (not roted), but associated in memory by the use of the reflective powers also, its capacity is to beget knowledge, for it can be applied to use in every varied way. For instance, having taught the pupils numbers by objects, they have possession of a fact on which they may reason. Thus, this knowledge enables them, without any words of instruction, to read the Arabic figures that represent them in the nine digits, and the cipher, by the significancy of a vacant wire on the abacus. This they do by inference, which enables them to apply the truths that had first been presented to the eye, and made the subject of interrogation and analysis.

The black-board and numerical frame are therefore the representative requisites of an elementary school. None should be without them. Each school should be supplied with small standard black-boards, light and moveable, for use in the class rooms, when the slates affixed to the walls cannot be viewed by the whole class. Many of these fixtures in the primary school class rooms are so situated as to be of little or no use. A light moveable one is also necessary for the use of those classes which are taught when seated on "the gallery." Many of these classes are entirely without such means of instruction. Because of limited accommodations, they can have no use of the class-rooms, or the classes are too large, from want of a sufficient number of teachers. Hundreds of pupils in these schools are thus shut out from the kind of in-

struction so important to their advancement, and which I have here so strongly commended. The counting of objects, or exercises on the numerical frame, should be among the first, if not the very first lesson of the Primary School. It is probably the immediate process of nature with the infant mind, in developing the reasoning faculties—more, less, and equality, is a sure foundation of intellect in the human intelligence. In this view, a child's first lesson should be to count ten, and uncount it, adding and subtracting, which involves the four elementary rules of arithmetic, multiplication being but a short process of addition, and division of subtraction. The numerical frame is an ingenious invention for this purpose. This modern instrument has been suggested by the ancient "Roman Abacus." A similar instrument, called "the Swan Pan," is still used extensively in China for calculating, and by which difficult calculations may be made.

The use of the numerical frame is beginning to be better understood. It is more generally used in our Primary Schools, and teachers begin to see the good effects of it. Should it be used to the extent that it ought to be, from the lowest classes, it will be found that both multiplication and enumeration will be more effectually taught and better understood than by any other method recommended in the usual treatises. Learners will, by this means, know the multiplication table as a fact, not as an abstraction, and will not only understand the places, but the powers of units, tens, hundreds, &c., in their relations. Thus they will know this valuable table thoroughly—read figures without pointing, or even naming the several periodical places, and will readily add, without counting their fingers, or repeating the successive numbers in the increase, a process which not only confuses, but delays the operation of addition. In a word, they will have laid a good and sure foundation for their advanced lessons in arithmetic when they shall have come into the Grammar Schools. These are achievements, I expect, not always reached in some of our best schools; and will not be, except by great effort and toil, unless the pupils are thus, by

the use of sensible objects, matured in the Pythagorean table, enumeration, and the four elementary rules in arithmetic, in all their varied required processes. This can only be effected by good drilling in the use of the numerical frame, with careful elaboration on the black-board. Instead of this, I have sometimes found, on transient visits to the Grammar Schools, that the lower classes, which in part comprise the promotions from the primaries, are taught these same things in the most elementary steps by scorings and dottings on the black-board, with evident difficulty, without the use of the numerical frame. I have also heard Grammar School teachers reprehend the neglect of the teachers in the primaries for imposing such drudgery upon them, by promoting their pupils with so imperfect a knowledge of numbers. I have often smiled at their half good nature and petulance as they have exclaimed, *en cavalier*, "Hang those Primary School teachers!" and have been ready to acknowledge they somewhat deserved it for such treason in the camp; for, as they observe:

They (of the Primary School) "have the black-board and *numerical frame*, yet they send forward their scholars counting their fingers in addition, and stopping to go over the steps of the multiplication table to discover that five sixes and six fives are both thirty; and they need to have B. M. T. set over the columns to enable them to distinguish the higher periods in notation, and then enumerate them by saying, at the place of ciphers, 'no thousands,'" &c. The Grammar School Teachers do not so much complain that the pupils do not say the tables promptly, and are not accurate in reading figures, but that they do not understand, and are slow in comprehending and taking advanced steps; having been too much used to helps. I trust that the primaries, by a diligent use of the numerical frame, will, in future, earn a better reputation with the teachers of the Grammar Schools.

This item of apparatus distributed from the Depository is not of proper construction, and cannot so readily effect the purpose intended by its use. The frame is too square; it should be

oblong, so that the illustrations on the left of the frame should not interfere with the mass of the balls on the same wires, as is now the case. Some of the frames have only ten balls and ten wires, and they alternately black and white. The frame, to be most practically useful, should have twelve wires and twelve balls, painted red, blue, yellow, and white, or black, red, blue, and yellow, and strung on the wires in that order, so that, vertically, they should show, from top to bottom, in line, on each wire, the same color. This is necessary to facilitate the eye in observing the place of tens in adding, and also the periods in enumeration.

The practical benefits of the numerical frame require that all the lower classes have the constant use of one. I subjoin some instructions for the method of using it, as no guide, I believe, is anywhere prepared for such purpose.

INSTRUCTIONS FOR THE USE OF THE NUMERICAL FRAME.

First count ten balls, saying, one, and one more, are *two;* two, and one more, are *three*, &c., to nine, and one more, are *ten*. Number is thus shown to be the increase of objects or a collection of units. Having finished the count, question how many? The answer will be, *ten*. Count thus several times; then, without the connecting words, as one, two, three, four, &c., slow at first, afterward rapidly, till the class is able to name the successive numbers without prompting. The balls being colored, they may now be counted by divisions, saying, two white balls and three red ones are how many? Here shove them together, and thus guide the pupils, by motions of the finger, to recount them as before. Next subtract them successively, thus: one from ten, *nine*; one, two, three, &c., counting after each subtraction the remaining balls, and naming the result, till nine from ten, *one*. Then the teacher may say, one from ten (silently waiting), while the class counts, and audibly pronounces the result in each case. Next require them to count silently, and then audibly to pronounce it. This latter method will prove most practically useful in future exercises of arith-

metic. The pupil having acquired facility in this method of counting, then count an hundred, one at a time; afterward by *tens*, bidding them notice that each successive ten has a different name, as twenty, thirty, forty, &c., and that the intermediate numbers are one to nine for each ten; but that the second ten differs in the numbers being called eleven, twelve, thirteen, which is ten and one, ten and two, to ten and nine, nineteen, and twenty, two tens. This lesson should be illustrated on the wires. Next count the hundred by naming the specific tens, allowing them to count the intermediate numbers, one, two, three, &c., till they can count straight through without prompting; next throw off the balls by tens and fives, as ten, twenty, thirty, &c., five, ten, fifteen, &c. At the interims of these varied lessons allow them to count without the balls, but with motions of the hands, &c. Let them also count other objects, their fingers, the letter-cards, the windows, panes of glass, even lead out, by alternate divisions, a part of the class, and parade them in front to be counted, seeing that this is done in an orderly and proper drill, from signals given, standing erect, toes out, &c. Teachers may think this out of course, and perhaps trifling. But let them be assured it all aids mental development, and also affords opportunities of physical training, and interests the pupil as a social being.

The numerical frame affords ample variety of exercises, which most agreeably takes the place of the usual dull and monotonous roting of the first lines of the multiplication table, or the lower series of the Roman numerals, in a drawling and listless manner: "Twice one are two; twice two are four; &c.; one I, one; two II's, two." This may be called the treadmill exercise of the Primary School; let them be rather taught to count by the objects—a dozen, a score, a gross—the latter will comprise all the balls of the frame (144.) Explain the dozen, as a special or particular number used for the counting and packing of some things, as bottles, scissors, knives and forks, and other cutlery; also hosiery, stockings, gloves, &c.—the score as a number of tale or reckoning in lading and

packing; the gross for tapes, buttons, thimbles, and screws. Divide the dozen into equal parts of two, three, and four; the half, quarter, or fourth, and third, as three fourths of a dozen, (alternately calling it quarter,) third, and two thirds of a dozen. Divide also the score and the hundred. Illustrate the half of twenty-five, of three, of seven, eleven, &c., with odd and even numbers. These visible illustrations prepare the way for future advanced lessons of mental arithmetic.

The teacher may also illustrate some steps of the usual form of the addition table, which at some future time may be systematically roted, unless the exercises on the numerical frame shall have rendered it quite unnecessary. Dictation and visible illustrations are by far a more rational and efficacious method of fixing any table unmistakably and permanently in the mind.

The operation of adding (counting) by ones, twos, &c., to twelve included, is an important exercise on the frame. It should be performed with care and precision, requiring the class to observe the balls, and actually to count them. Begin on the lowest line going upward, counting first one to twelve, saying:

Teacher. "How many?"

Scholar. "Twelve."

T. "How many ones?"

S. "Twelve ones."

T. "Twelve times one?"

S. "Twelve."

Then two to twenty-four in the same way, by two at a time, as two—four—six, &c., care being taken that the pupils add *silently* with the eye, then audibly pronounce the addition they have thus made. By no means allow of counting aloud. But the teacher may guide the class by making a quick, significant motion of the forefinger, touching each ball, after throwing them all off, so that they shall not rote the addition, but learn it as a fact.

For want of care on this important point, much of the

teacher's toil may be lost, for very much depends on this actual counting of the balls *by the eye.* Touching the balls with the finger after they are thrown off, (by sympathy with the eye,) causes them to silently count the balls before pronouncing audibly the amount. Let it by no means be omitted at the commencement of this exercise. This method of addition may also serve the purpose of multiplication, by means of an interrogation at the close of each successive count, as at the line of threes ending in thirty-six, say:

"How many? How many balls? How many units? How many ones?"

S. "Thirty-six."

T. "How many threes?"

S. "Twelve threes."

T. "Twelve times three?"

S. "Thirty-six."

This has been proven by the successive additions.

In adding the series from six to twelve, the illustration must then be given by decimation, dividing the balls with the finger, and pausing at any excess of ten. As a preliminary lesson, illustrate by the balls that seven and three are ten, six and four are ten, five and five are ten, eight and two are ten, and nine and one are ten. Then commence with six balls on the lowest wire: on throwing off the next six, say six and four are ten; putting the finger to the left of the fourth ball of the second wire, it leaves two balls, showing twelve; then throwing off the balls on the third wire, say six and two are eight, showing eighteen, or eight above ten. Move six from the fourth wire, saying eight and two are ten, dividing two balls from four by the finger, plainly illustrating the addition as twenty-four; also by the shorter process of multiplication, that four times six are twenty-four. The pupils from the first see the number over each ten in combining each sum, and learn with facility to recognize the place of each ten, and to group the number over ten very quickly, even should it be six or seven balls, though no doubt at the same time the eye at a

glance counts every one of them. Thus proceed till at the twelfth wire, ending in seventy-two. Then interrogate: "How many units or ones?" "Seventy-two." "How many sixes?" "Twelve sixes." "Twelve times six?" "Seventy-two."

Proceed in this manner with each successive number to the twelfth wire, ending in one hundred and forty-four.

Multiplication, or the shorter method of addition, may be illustrated simply by counting and interrogating at the end of each course of numbers. Take, for example, the line of threes. Taking the three lower wires, throw out a ball on each—the class counting, one, two, three.

T. "How many?" S. "Three."

T. "How many ones?" S. "Three ones."

T. "Three times one?" S. "Three."

Say, "Go on from three." They again count, "four, five, six."

T. "How many ones?" S. "Six ones."

T. "How many twos?" S. "Three twos."

T. "Three times two?" S. "Six"—till the twelfth wire, ending in "three times twelve?" S. "Thirty-six."

Illustrate, also, the square numbers of the table, thus: throw off nine balls equally on three wires, saying, three multiplied by three are nine, or, three times three are nine. Move the lower three to the left, and say, "Nine is a square number, or a number multiplied by itself. Three is the root, nine is the product or fruit. Go through the series from one to twelve in the same manner on the frame—to "twelve the root, one hundred and forty-four the fruit." Saying—square numbers—one times one is one; two times two, four; three times three, nine; four times four, sixteen. Then, again, say, "square numbers, 1, 2, 4, 9, 16," &c. Looking at the corresponding squares of the printed table would, by comparison, show the necessity and significancy of these illustrations by objects.

Varied exercises of mental arithmetic in addition, subtraction, &c., will be suggested to the teacher by the preceding

instructions, which may be profitably practiced with the examples given. The following is the process of illustrating enumeration by sensible objects.

Present a line of twelve balls, and move three from right to left; explain that unit is one, and say, while touching them, units, tens, hundreds. On calling the second ball ten, say, how many ones in ten? Here illustrate by counting ten balls on another wire, separating them, and saying, how many one balls in ten balls? also illustrating by the fingers, saying, how many single fingers in ten fingers? The class will perceive there are ten, and will now understand what is meant by the place of tens, when asked to add it to the one unit, and will answer, "eleven," understanding it to be ten units; and by the same process that the place of hundred is ten tens, or one hundred units, and on being required to add it to the eleven, will perceive that it represents one hundred and eleven, as expressed by figures; and on being directed to call the successive periods by their names, thousands, millions, &c., will read each as the first period, one hundred and eleven, giving their periodic name. By this process they will be made to familiarly understand how each place increases ten of the previous, all through the period; how ten times ten is one hundred, and ten times one hundred is one thousand, and ten hundred thousand a million, &c. Now transfer the illustration, by figures, to the black-board, and they will easily comprehend the reading of them as the representation of the numbers, one hundred and eleven millions, one hundred and eleven thousand, one hundred and eleven, or,

111,111,111.

☞ The power and use of the cipher may be thus illustrated on the Frame. Moving five balls from left to right on the lowest wire will naturally represent the lowest place, or units, and two or more balls on the top wire, the highest place of four periods, one hundred billions. Then call off the periodic places by the wires, as is usual in figures, units, tens, hundreds, &c.,

to the twelfth wire, and say, two hundred billions and three; then present this in figures on the black-board, as—

200,000,000,003.

Thus proceed with varied illustrations by the same method till they can read or express familiarly either by the balls or by the figures, any combination of digits and ciphers. The subject thus illustrated will enable them clearly to comprehend the mystery of enumeration, and to read with facility a line of figures, without calling the places, or having it at all pointed at the several periods, neither of which will be necessary, nor any other guiding help, when taught by this method.

Having now the idea of number, as presented by the increase of objects, they are to be taught the figures that represent it. For this purpose, the knowledge already acquired must lead to it by inference; and thus, at the same time, serve a valuable purpose. The teacher notes the figure five on the black-board. It is to them an odd and unknown character, and perhaps difficult as a number to fix in the mind, as an abstraction of five. But on throwing out *five balls* on the wires, the application of the known to the unknown is at once made. Thus, though insensibly guided by the teacher, it is inferentially discovered by the pupil, who feels he has acquired this knowledge by personal effort. The sensation is at once exciting and pleasurable. It has started thought, and now inspires the opening mind with a sense of its own capability, and a new impulse is given to future efforts, and a wider field opened for improving the reasoning faculties, which is its natural purpose, by the exercises of number in a new form; and thus the elementary path of learning is smoothed of its rough and stony ways.

No such delight to the mind could be experienced by any amount of knowledge acquired by *roting*, but rather the contrary. Dullness and discouragement are the only fruits of such drudgery, if not relieved by a variety of intellectual efforts that give a spring to mind. This discovery of making knowl-

heart, like those of the gentle clematis by natural tendency to the inviting trellis.

Here I would that the teacher in fault were convinced, as I am, that there is even more truth than poetry in the allegorical parallel I have drawn, and which I have ventured even at the hazard of the ready-criticism it may meet, of: "That is all very nice in poetry." To which I gravely reply: "The facts I have stated are very ill in truth."

Teachers should learn to govern at a distance, to have the more influence. They should never approach the pupils to bring, lead, or force them to obey orders and commands, or even to guide them in any way, but should do all this by significant signs, yet not closely; it is ever more effectual at a distance. I would say emphatically to Primary School teachers, govern by signs or signals *more* than by words. Save *them* when you can. The use of the voice is more needed for oral dictation and expository instruction by the black-board. Signals, at a convenient distance from the pupil, are always both better seen and more readily heeded than close by. I know from experience that the latter cannot be habitually practised, without the teacher losing influence in discipline. Any practical teacher can in a moment call to mind many a teacher that cannot govern without approaching the pupil; depending more on a menacing presence and a boisterous voice, than any other reliance; to draw a parallel from another field of activity and skill—they are poor marksmen at a distance.

The whole government of a teacher is sometimes enfeebled, and often fails, from this single cause. I have often observed instances of this; and have seen a marvellous change effected in the management and discipline of a teacher by attention to advice on this point alone, and by acting immediately on the suggestion. I now call to mind several instances of this striking reformation among former teachers of our schools, some so marked and immediate, that school Trustees have inquired as to the cause, with astonishment at so remarkable a change in the character of the teacher, and the different

aspect of her influence and discipline, so suddenly effected. The following interesting incident, occurring long since, and within my personal knowledge, in illustration of this point, is worthy to be recorded here for the benefit and encouragement of teachers. At the time, from the nature and value of its example, it was everywhere circulated by the daily press. A lad, over twelve years of age, whose father was very severe in his government, had been from his fifth year at the Sunday School. From this bad treatment at home, and bad company abroad, he had become an idler and truant from his day school. The Sunday-school district was in the suburbs of the city. On a school-day morning, the Sunday-school teacher saw the father in pursuit of the son, having in his hand a cart-rope to chastise and drive him to school. The lad was near an hundred yards distant, looking momently round to ascertain the hazard of being overtaken. At one of these anxious turns, he caught view of his friend, the Sunday-school teacher, who directly motioned with his finger, as accustomed to do, when the lad instantly stopped—as if arrested by an unseen arm—and then immediately reversed his movement, to the utter astonishment of his angry father, at seeing him approach, as it were, the very mouth of the lion. The parties soon all met, and the father was persuaded to give up the intention of punishment, when the teacher, after a brief and sharp reproof, followed by a few words of kindness, in a confiding manner directed him to go immediately to school, which he did; and an hour after his Sunday-school teacher met him there. Whence came this secret power, this seeming magic, that could thus force a timid, conscience-stricken child to face, as he thought, the certain peril of corporal punishment from an angry father? It began by sympathy of the nervous system and the outward senses, the very mechanism of discipline; but by continuous practice became a moral force, influencing the heart, and acting most powerfully, both on the outward and inner man. This only was "the magic that was used."

Let the teacher but patiently use such philosophy. It re-

quires no peculiar gift or tact at discipline, as is often said; but fair-spoken words and a gentle mien will go far towards convincing the heart and soothing the rising passions. A prevalence of the rising inflection in the voice also has the same sort of sympathetic influence as this method of governing at a distance. Another powerful method is that of seeming to have confidence in those we would govern. Let this be apparent, both in the manner and the tones of the voice, that you are sure of obedience, and expect nothing else, and the point is at once gained. The teacher's own vacillating manner and apparent want of energy, often prompts the pupil to feel that obedience is not worth while, as it seems scarcely expected. But once inspire confidence, and a word or a look has greater influence than other more urgent effort.

The teacher's conscientious principle, if in the spirit of the office, should urge to a patient and ever-constant vigilance. But to come short of this is not always a failure. Let it only be seen, and much is gained. The peering eye, directed at times toward every part of the class, with now and then a cautionary pointing of the finger, a nod of the head, and even a kind smile at a roguish trick—followed by a look of regret or gentle reproof—would be well understood. It is, as already said, a natural language to infancy and childhood.

Classes, though large, may be kept in good order with scarcely a word spoken, or a single name put on the demerit list. As the great lesson of the scholar is to "look"—so also the teacher's, "look, look!" On repeating "the cleanly rule" for enforcing habits of cleanliness, how often this operation of the school fails of its intended purpose, for want of precision in the method. Rising on the toes and bending forward, with seemingly direct anxious looks, will incline all to feel as if identified. When this is effected, it will not only influence to cleanliness, but many other rules.

The force of this sort of influence is seen in the excellent practice of daily calling of the roll or register list. Under no circumstances should it be omitted. It should be called *audibly*, and responded to by the pupil. The habit will cause

them to feel the force of it when absent, as when present; for they feel a certainty that their absence is identified. Each feels it personally, and is influenced to a more regular attendance, as it enforces the necessity of being in his place. The roll-call may seem a small thing, but its influence is too great to be given up, because it takes too much time, and the children are small. The latter is rather a reason why it should be enforced, from the valuable principle involved in the practice, and the necessity of early impressions.

I recently observed a beautiful exemplification of the principle recognized in the foregoing remark on the influence of showing a confiding trust in the pupils. An assembly of over eight hundred pupils were left entirely to their own reliances for about fifteen minutes, during the opening religious offices of reading the Scriptures, saying the Lord's Prayer, and singing a hymn. The teachers, sixteen in number, were all assembled with the principal at the platform. Entire silence and decorum were maintained, though three hundred of the youngest were seated in the gallery, at a distance of fifty feet. Order was required, was hoped for, and expected, and the pupils were confided in to effect it themselves, and the teachers were not disappointed in their trust.

The discipline of this school* was consequently found to be good in all its divisions. The order of the schools generally is now improved. But few have improved in language; there is still an evident neglect in the training of the voice, and teaching correct and clear enunciation. I would therefore again urge the necessity of practising pronouncing lessons with the youngest children; that it be made a point of their course of instruction. Teach them to pronounce, from dictation, short sentences from the primer which they will hereafter read. It will prove a preparatory step to such advanced lessons. Bad habits of sliding the sound of one word into another, and drawling or prolonging the last syllable of final words, is an evil of great extent, most offensive to good taste.

* Primary School No. 5, Fourth street, 11th Ward.

It is allowed by the teachers, because difficult to correct, as they think; but this is not so. The following method will correct the evil habit of intoning and drawling. When the pupil responds to a dictation, let the teacher move the hand upward and downward, as they require the rising or falling inflection. When spelling with the letter-cards, present each letter with a sudden motion or jerk, and as they are to pronounce the word thus combined by the letters, present the completed word toward them with a sudden movement, requiring them to pronounce the word quickly and with emphasis. This acts by a sympathetic force through the eye. If this method is not sufficient, then, while they are reciting in concert from dictation, cause them to bend the right arm, and to bring down the fore-arm and hand with a sudden jerk, while speaking; this will collapse the lungs, and prevent the prolonging of the sound, and so amend the evil. Correct enunciation must be taught by practising on sentences of difficult alliterations, and teaching them to pronounce with greater or less force, letters of a hard and soft compression, with the tongue against the teeth, the pressure of the lips, and of the teeth to the lips as required in pronouncing B, P, and M successively, then D and T, F and V, &c., exercising them on words beginning and ending with such letters. The flexibility of the organs of speech in those so young, their accurate hearing and close observation, which is an intense habit with them, all give facility to this important service, for which the earliest opportunity should be improved, so as not to embarrass the grammar-school with the correction of confirmed bad habits of speech. I have occasionally tested successfully even the abecedarians with the following sentence:

"Lying is a bad deed—a very bad deed, indeed."

At first slowly pronouncing this, and increasing in rapidity, will soon enable the very youngest to enunciate it correctly. Daily practice would shortly effect great improvements in this particular. Other examples might be given, but let these be

suggestive of others, and induce the teachers to carry out so excellent a plan. Lessons on "natural objects and the science of common things," as prescribed, for the whole course of instruction in the primaries, seems to be confined to the abecedarians. It is mostly neglected or imperfectly taught in general. Several of the schools are succeeding very well. Such have boxes of natural and artificial objects, and the subject is taught by familiar colloquy. These schools have had the aid, for a short time, of a competent trainer, whose familiar methods have been carried out by the teachers with much success. Books on common things have multiplied without favorable results in practice, as they have only been used by tasking the memory with questions and answers. I understand there is a volume in the press,* explanatory and instructive of a right training on the science of common things. The subject is, it seems, receiving unusual attention on every side in the common schools of the land, and some of the States' superintendents of schools are constantly pressing the subject, and the educational boards, in some cases, have already secured competent trainers from abroad; so that we may now hope for successful and interesting issues from such movements. The using of too many books and neglecting oral instruction has been a serious hindrance to elementary instruction in our common schools, while the oldest book in the world has too long lain neglected. It is well then to begin to spread out the pages of "the book of Nature," while the duty of so doing, and the force of its illustrations, are so fully exemplified and so strongly commended from the venerable pages of the Bible read daily in the school. The late resolution of the Board of Education restricting the use of books in the lower classes, will favor these views. It will also more speedily mature the experience of the teacher by being compelled to more frequent oral instruction. Such renewed effort and prospective views offer brightening hopes for our future.

December, 1860. S. W. Seton.

* Harpers'.

REPORT

ON

NORMAL SCHOOLS.

REPORT.

To the Board of Education:

The Executive Committee on Normal Schools present the following statement of the operations of the Normal Schools under their charge, for the year 1860, and of the number and grade of those attending the same.

SATURDAY FEMALE SCHOOL.

On Register, January 1st, 1860		676	
Admitted during the year		181	
		857	
Graduated, July, 1860	166		
Discharged during the year	164		
		330	
Leaving on Register, December 31st, 1860			527

MALE SCHOOL.

On Register, January 1st, 1860		61	
Admitted during the year		33	
		94	
Graduated, July, 1860	5		
Discharged during the year	28		
		33	
Leaving on Register, December 31st, 1860			61

COLORED SCHOOL.

On Register, January 1st, 1860	24	
Admitted during the year	5	
	29	
Discharged during the year	4	
Leaving on Register, December 31st, 1860		25
Total on the Registers, Dec., 31st, 1860		613

The expenses of conducting the Schools have been, severally, as follows:

For Salaries—Male Schools	$1,050 12		
Female "	4,750 28		
Colored "	496 27		
		6,296	67
For Supplies thro' Depos'ry—Male School	160 81		
Female "	1,176 00		
Colored "	91 69		
		1,428	50
For all other purposes		1,727	64
Total		$9,452	81

The provisions of Section 126 of the By-Laws, requiring stated examinations, have been complied with, and the results of said examinations have been very satisfactory to the Committee, indicating fidelity on the part of the teachers, and diligence on that of the pupils. The number graduated (171) is much greater than that of any previous year, while the average attendance has been less. In view of these facts, the Committee congratulate the Board on the success that has attended the management of the Schools.

The diminished attendance, which would appear to indicate a lack of interest as compared with previous years, is the result of the policy adopted by the Board of Education in February, 1858, on recommendation of the Executive Committee on Normal Schools of that year, (see their report, printed as Document 2, of 1858,) which had in view the closing of the Saturday Normal School, and contemplated the substitution of a Daily Normal School, in which candidates for the position of teacher in our Ward Schools shall be thoroughly prepared before entering upon their duties; to which report this Committee would respectfully call your attention.

The following named pupils, having passed a satisfactory examination in all the studies prescribed, were awarded diplomas of graduation:

GRADUATED JULY 13, 1860.

FEMALE NORMAL SCHOOL.

Adair, Jane.
Adams, Jane R.
Allen, Almina S.
Anderson, Mary J.
Armstrong, B. T.
Agar, Laura E.
Barrett, M. Antoinette.
Bell, Helen,
Bertine, Sarah E.
Bildersee, Louisa.
Birdsall, Phebe A.
Blake, Elizabeth.
Botts, Catharine M.
Brueins, Jennie E.
Buckbee, Catharine A.
Buckelow, Deziah.
Bucklin, Mary E.
Burrell, Frances J.
Carey, Mary.
Carpenter, Sarah C.
Cartwright, Sarah A.
Carey, Amelia.
Cavanwah, Emma J.
Chapin, Elizabeth.
Cheystie, Mary J.
Clark, Marianna W.
Cook, Julia A.
Cole, Sarah A.
Coley, Sarah E.
Combs, Maria E.
Connolly, Winifride,
Conklin, Phebe.
Cornell, Emily E.
Craft, Amelia.
Crouchley, Sarah E.
Dame, Matilda L.
Davis, Mary Jane.
De Graw, Mary F.
Dunn, Sarah E. S.
Edmonds, Emma L.
Edmonds, Eva C.
Egbert, Henrietta.
Elliott, Hollen E.
Emmons, Joanna.
Fairchild, Mary J.
Farmer, Mary J.
Field, Arabella.
Finegan, Ellen.
Finch, Carrie L.
Fisher, Anna C.
Gaddis, Sarah A.
Garthwait, Jane A.
Gaunt, Mary A.
Geary, Anna E.
Gellan, Barbara.
Gibbons, Mary T.
Gordon, Sarah M.
Gormley, Jane A.
Hanaway, Emily S.
Hanaway, A'lla W.
Hard, Caroline A.
Hardy, Adelaide.
Harriott, Mary E.
Harriott, Georgiana.
Hassard, Catharine.
Hicks, Theresa.
Hill, Jane M.
Hill, Emma.
Hoffman, Annie M.
Hoogland, Matilda.
Hope, Josephine L.
Howe, Harriet F.
Howland, Elizabeth.
Hunter, Elizabeth J.
Hutchings, Charlotte.
Jackson, Lizzie A.
Jackson, Emily B.
Jackson, Sarah E.
Johnson, Mildred L.
Kyle, Louisa.
Lapham, Chloe A.
Lennox, Susanna.
Lent, Elma.
Le Petite, Sarah F.
Leuba, Mary A.
Lewis, Mary C.
Linebeck, Amelia.
Lockwood, Anna B.
Mahon, Catharine F.
Mayhew, Sarah M.
McConnellogue, Susan.
McDermott, M. J.
McEntee, Mary A.
McGill, Mary E. O.
McGowan, Jeanette.
McGuire, Annie E.
McHugh, Kate.
McHugh, Elizabeth.
McInroy, Jane T.
McKee, Mary E.
McKenna, Mary F.
McKusker, Mary V.
McLaughlin, Eliza.
McLean, Ellen.
Moore, Mary A.
Moore, Sarah L.
Morrison, Fannie E.
Murray, Anna M.
Murray, Louisa S.
Norman, Josephine M.
O'Connor, Mary.
O'Brien, Kate E.
O'Brien, Theresa.
O'Donnell, Mary L.
Orrell, Louisa J.
Patterson, Margaret.
Payne, Sarah L.
Peak, Harriet H.
Pearson, Juliet.
Radan, Kate.
Reins, Sarah.
Requa, Fannie L.
Ryan, Mary A.
Ritchie, Kate F.
Root, Mary A.
Ryno, Sarah.
Saltonstall, H. B.
Scott, Mary C.
Scarlett, Julia M.

Scudder, Annie.
Scudder, Lizzie V.
Seaman, Mary V.
Sill, Hannah A.
Smith, Elizabeth M.
Smith, Elizabeth.
Smith, Mary A.
Smith, Catharine L.
Smith, Mary E.
Smith, Martha A.
Smith, Margaret A.
Sproule, Emeline.
Stevens, Mary V.
Stuyvesant, Jos. E.
Sutton, Adeline V.
Swinson, Eliza J.
Tappen, Hannah E.
Taylor, Mary A.
Tinkham, Harriet P.
Traphagen, Ellen D.
Updike, Maria J.
Van Akin, Georgiana.
Vermilyea, Char. A.
Vesey, Matilda.
Vreeland, Emma.
Walsh, Margaret.
Welsh, Margaret J.
Wharam, Emily.
Whelan, Mary C.
White, Jane.
Wicks, Emma N.
Williams, Isabella.
Willis, Mary E.
Wilson, Elizabeth D.
Wilson, Catharine A.
Wilson, Sarah C.
Wixon, Anast'a H.

MALE NORMAL SCHOOL.

Erskine, Archibald.
Gilchrist, James F.
McCullough, John.
Pettigrew, James R.
Stratton, Alexander B.

Of the exercises in Composition presented by the Graduates, the four are considered worthy of a place in this Report, and are annexed thereto.

All which is respectfully submitted.

James W. Farr,
John O'Keefe,
Joel W. Mason,
William R. Stafford,
Nelson J. Waterbury,
Joseph McGuire,
Harvey H. Gregory,
} *Executive Committee on Normal Schools.*

Comfort.

BY CATHARINE F. MAHON (A 3D.)

It is a good old English word, the realization of which every one longs for at least once in his or her lifetime. "Oh, yes! very true, very true," says Mr. Jones, "there is nothing like comfort."

"Agreed," cries every one else, and yet how few enjoy it. Not because they cannot; not because Mr. Jones has not plenty of money already, nor because Mrs. Smith has not got plenty to wear, but simply because Mr. Jones wishes to be richer than his neighbors, and Mrs. Smith cannot rest while Mrs. Dresswell has a pocket handkerchief which cost one hundred dollars, while hers was only seventy-five.

Webster defines comfort to be "*relief from pain*," "consolation," "ease;" and so it is, undoubtedly, but how many will agree in its practical definition? There is Drysop, the retired grocer, who, having changed his old fashioned dinner hour from twelve o'clock to some six hours later, and who never leaves the table until he falls under it, and is carried off to bed by John, the stalwart footman—he calls that taking his comfort!

Step just round the corner from Drysop's up town palace, and you may stumble over the shanty of Judy Fitzsimmons, who takes *her* comfort in an apartment six feet square, with another adjoining, in which dwell some thriving specimens of porcine nature, which Judy looks upon as part of the family.

Not a hundred miles from Judy's dwells Miss Laura Matilda Dash, who tells her dear friend, Seraphina, that she has been taking her comfort all the morning, crying over the misfortunes of such a sweet novel hero, with the charming name of Adolphus Fitzroy.

There goes Mrs. Airish in her new equipage; with what graceful ease she bows to her envying acquaintances; surely she is taking her comfort on those soft cushions and pliant springs. Not at all, sir! Mrs. Spendall has a new set of furniture, all blue and gold, just imported, and Airish is so unreasonable as to say that theirs is good

enough—only having been out of its linen covers three times since he bought it, not quite a year ago, to be sure; but fashion changes daily. But then what does Airish care, while he can take his comfort at his club?

Here comes Miss Beldon, the heiress, the beauty, the indulged, admired, flattered child of wealth and fashion. Surely she knows what comfort is! Does she? No, indeed. Did she not go to the *soiree* last night with the intention of captivating the learned and staid Grafton, and did he not quite forget her presence under the influence of the bright smiles of a pretty, but diffident and portionless rival?

And so goes the world. Here, the mistress of a princely mansion, who only opens her magnificent parlors when they can be filled by a crowd of people, who come to feed their palates to-night and their tongues to-morrow, at the expense of their dear hostess. There, the master of all this splendor, poring over musty ledgers until far into the night, in order to discover the missing penny from the amassed thousands, and totally forgetting all the sweet currency of domestic, social, and friendly intercourse.

So, there is no reality in the word, then, and comfort is only a myth! Not so; I have at present, in my mind's eye, at least, a spot where comfort dwells, and will try to picture in words a scene beheld not many months ago, and then stamped upon my memory as a thing of beauty forever:

'Tis Saturday evening; out upon the porch, round which the honeysuckle and rose are breathing fragrance, sits a father and mother, while from within come forth the sweet tones of voice and instrument, as their eldest born breathes some simple or some holy song. On grandpa's knee, just inside the wide open window, sits a little cherub, who, grown weary of enjoyment, now goes quietly to sleep, closing its ears to a sister's voice, but listening then to those of angels. Sitting on the step, at his mother's knee, is their hope, their college boy, just home for the vacation, and gladdening the hearts of that dear social circle, as they look upon his fair open brow, whereon truth and intellect have set their seal. There are three more to be mentioned. Out among the trees, yonder, laying plans for the coming morrow, are two little girls, and a boy a few years their senior; these complete the scene. A balance remaining upon the account book—a home of elegant though quiet refinement—a select and valued circle of tried friends—

a wife whose lips ever wear a smile of welcome—a household band who obey and love, because they respect and reverence him—faith in God, and charity toward his fellow men;—who will not say, here we may find comfort?

The Pleasures of a Newspaper.

BY ANNA M. MURRAY.

WHAT would we do without a newspaper? Every person, when he wakes in the morning, finds that the reflections of the previous day have been suspended by sleep, that new topics of conversation are wanting, and surprise is on tiptoe for something strange. He is unwilling to dwell on the pleasures of the past; they have had their day, and are no longer interesting. A family met together at the breakfast table would partake of the meal in unbroken silence, were they not happily relieved from torpor of thought and immobility of tongue by the entrance of a newspaper. It is possible, indeed, that the *weather* might furnish a brief subject of debate, but the wind must blow a hurricane, and the rain descend in torrents, to be worth more than a moment's conversation. When the newspaper appears, however, "The United States" and all "Europe" are aroused to refresh the languid memory, to quicken the dull thoughts, and to give expedition to the communicative tongue. Even the *breakfast table* is indebted to this lively guest. The coffee acquires a more aromatic flavor, the toast is passed round with accelerated velocity, and the sugar and butter, though less sweet and white than could be wished, escape without censure, in the multiplicity of reflections which a newspaper suggests. No publication, surely, was ever so fertile in sources of reflection to those who choose to think, or of conversation to those who prefer the more pretentious and noisy business of talking.

What a heterogeneous mass of information for the people is compressed into a penny paper in these days of telegraphic despatches and lightning presses. You see one column headed with immense capitals, informing us of some such important event, as the arrival of the "*Japanese Embassy*," or "The Great Eastern;" of some steamer from

Europe, with "*news*" from the "seat of war," and the rise or decline in the market, of breadstuffs; or from California, of some vessel richly laden with golden treasures from the "El Dorado of America." To the patriot and the statesman it imparts the news of all the changes and movements in the political world. For the pleasure-seeker it has a long catalogue of amusements, most attractively displayed; and, for the poor victim of *ennui*, it contains an immensely tragic "sensation story." Thus it caters to the taste of *all*.

I hinted that the *arrangement* is apparently confused. We see books and quack medicines, estates and lost dogs, "Spalding's prepared glue" (a firm cement for all cracked wares except broken hearts), and Rev. Dr. So-and-So's sermon, all crowded together on one small page, to make room for Bonner's "Ledger." We see that a disconsolate widow advertises that she carries on business as usual, for the benefit of her orphan family, and a tempting auction bait of goods that must be sold, even at "less than half their value," which draws all the "Mrs. Toodles" in creation. Servants want places, in which wages are no object, and places are advertised which are perfect sinecures, and wages the only object. You are attracted by a thrilling narrative, become deeply interested, and find at last that the conclusion is "Hiram Anderson's carpet store, 99 Bowery."

Enough for the advertisements. We might mention more, indeed, but let them pass, for these would all, probably, fail of their effect, were they the only contents of a newspaper. There are thousands who do not want a change of situation, who have a good appetite and loath medicines, who are blooming and want no washes, who are cheerful and want no amusements; yet, with all that, the *rest* of a newspaper supplies that dear and exquisite food—"*News*."

To appreciate the value of newspapers we have only to imagine their discontinuance forever. I turn with horror from the dreadful idea! It would operate most unfavorably. In the dearth of news many of us would die for want of intelligence.

Ike Marvel says, "Blessed be letters," and I say, "Blessed be newspapers, also." *They* are letters—*national* letters. John Bull and Brother Jonathan can address each other through their medium without the aid of the Atlantic cable, which has stopped paying out, and suspended business. Our glorious Commencement, this *august* affair, which annually occurs in July, would be but the incident of an even-

ing, and sink into insignificance, passing out of memory as out of sight, were it not for these widely disseminated "Chronicles" and "Heralds" of the "Times."

Newspapers are none the less appreciated because they are common and cheap, for one, at least, is in every household. We are a reading, and, consequently, an enlightened people. Long may we continue so. May it ever be Liberty for the People and Freedom for the Press.

What is Life?

BY ****.

WHAT is life? A strange, delusive dream, that wears the semblance of reality, and casts its flickering shadow on eternity, like the fleeting shadow of a vessel on the ocean. Its sweetest stage is *childhood*—when the intellect wakens from the sleep of infancy, and learns from nature its first lessons—when the child delights in the possession of an idea, as a treasure worth more than its most costly toy. 'Tis *then* that the mighty fountain of thought is opened, to be exhausted but with *death*. Like a tender plant, the mind clings to every new object with wild delight, and holds sweet converse with nature in its own familiar language, while the heart, not open to distrust, finds beauty in everything it loves. No dark suspicion dims that sunshine of confidence and love; *there* live *all* the affections, fresh from the Almighty's hand, without a shadow of deceit or sorrow to obscure their brightness. *Childhood!* What a *volume* in a *word!*

Days, months, and years are called up from the past, as in tracing the handwriting of time we wander through the memory of departed years to the sunny days of childhood. Memory loves to linger around the recollection of a mother's tenderness and care. Her every thought was centred in us as she watched, with a fidelity which a mother only knows, our infant cradle. Even in her *dreams* her *child* was there.

Our father, too! His kind hand was the first to guide our tottering steps, his pure love guarded every moment of our existence. Is it a *wonder*, then, that the period of childhood should present a vision

brighter than any other? A vision whose light illuminates womanhood, old age, and extends even to the hour of death itself, with an effulgence that cannot be dimmed or darkened.

Sweet indeed is the remembrance of those sunny days when, with light step and happy heart, I rambled through green meadows, gathering wild flowers, twining them into garlands, and crowning myself, in childish glee, *Queen of the Woods;* or chasing the gaudy butterfly and the little lambs, vainly endeavoring to make companions of them, and wondering, in my simplicity, why they were afraid of me; or, when weary with one pursuit after another, I bounded over fields and meadows to seek the quiet shade of the leafy forest. 'Twas there I loved to hear the echo of my own merry laugh, as I sauntered along by the clear dancing trout-brook, and, with pardonable vanity, looking at myself as mirrored in the streamlet, and watching the gambolings of its finny occupants.

Would that I could again realize the pleasure of those joyous days. But, ah! when years had flown, and I would have grasped them again, the illusion had fled—the dream was over—and their *memory alone* was all that could be mine.

Childhood grew to womanhood, and with it came the knowledge that nature, even in her noblest works, is imperfect. The image of perfection that I saw mirrored in all that charmed me most has vanished, and naught remains but sombre, stern reality. I have seen that mortality, even in its prime, is fickle, frail, and false, and I have ceased to hope for affection so pure, so sacred, as that which first was mine.

Again I visited the home of my childhood—my once happy home. I sat beneath the same old elms, wandered by the same brooks, listened to the music of the same waterfall, strayed through the same blooming fields, and found *them* to be but little changed. They stand like silent tombs of the past, whose sight awakens a train of buried recollections.

Onward, onward speeds Time in his hasty flight, bearing us nearer, and nearer, and nearer still, toward the portals of eternity.

I have learned to know that happiness is a phantom, which we chase but can never overtake, until we reach that goal which is the reward of virtue and holiness, in heaven—and that the earthly destiny of all of us is the same—to *live*, to *die*, and—to be *forgotten!*

Ponce De Leon.

BY SARAH A. COLE (A 5TH.)

Ponce De Leon sailed in search of a fountain of youth, supposed to exist in one of the Bahama islands.—HISTORY.

SOME years ago—in fact, "once on a time"—
A man, whose Christian name, I think, was Ponce—
The other name I quite forget; but then
I'll take Smith, Jones, or Brown, just for the nonce.
(I never could remember *names* or *dates*,
And sometimes FACTS would give my brain the slip,
When but a school-girl; then I'd surely catch—
Well, stubborn truth to tell, the "Normal whip,"
Which is a mark disgraceful, being defined,
And not quite suited to a school-girl's mind.
I'd say, to save my *name* and *reputation*,
That "I don't choose to tell" his name and station;
But, fearing some (to slander me) might seize a shallow pretence,
I'll stand upon my dignity, and call 't "poetic license.")
But, to resume my tale: One morning bright
Old Ponce—De Leon—(Ah! I have his name now, quite)—
Awakened from a blissful state of rest,
And called his *valet de chambre* to help him dress.
"Oh, master!" quoth the valet, in affright,
"What do I see? draw nearer to the light!
A crow's foot, by our lady! on your face;
And here a wrinkle 'neath your nose I trace!
And, on the southwest corner of your eye,
I see, most unmistakably——
"A sty!"
Interrupted Ponce, in a perspiration,
Unable to conceal his consternation.
"Now, by the rood thou liest!" screamed our hero,
With frowning brow, and eye as fierce as Nero.

"Slave! coward! miscreant! thy master thus to bother."
The valet (to himself) said, "you're another."
"To tell the truth, dear master, would be kind—
I certainly *do think* you're growing blind,"
The valet said, with woful looking face,
While inwardly he chuckled o'er "His Grace."
"Blind!" shrieked old Ponce, now almost crazy,
"'Tis false, vile caitiff! 'tis *your* sight that's mazy;"
At the same time to himself admitting
That youth and beauty (?) were fast from him flitting;
"And then," thought he, "this rheumatism 's chronic—
By all the blasts of Boreas! I must find a tonic."
He scratched his head, and there he sat and mused;
He tried to think, but he was much confused.
He thought of powders, and he thought of pills,
Which (doctors say) are cure-alls for life's ills;
But sure it is that he took none of these:
'Twas evident that Ponce was hard to please.
But something must be done, and that right quick,
Ere he, beyond recovery, grew sick.
"Odds bodikins," cried he, (I mean in Spanish,
Of which I know about as much as Danish),
"I've heard it said, by men of greatest truth,
That somewhere there exists a 'fount of youth'—
A sure preventive both of age and dissolution,
And it will strengthen my weak constitution.
I'll surely try it: what a glorious thought,
To banish all the age-marks time has wrought.
And then I'll try a *wholesale importation;*
I'm sure 'twill prove a lucky speculation.
I'll bottle it, and cork it up, and flavor with vanilla,
And untold fortunes will I make on 'Leon's Sarsaparilla;'
And then such palaces I'll have—in truth, chateaux in Spain,
And time will have no power then, for youth will still remain.
I'll find this magic fountain." (*Ting-a-ling.*)
("Master," quoth the servant, entering, "did I hear you ring?")
"Blow, blow ye gentle zephyrs, fair and steady,
And waft me on your wings—(ah! Juan,* is breakfast ready?)

Pronounced "*Whan.*"

I look into the future, and before me rise
Such fields of flowers, arched with azure skies;
I see clear streams meandering through the vales,
And murmuring as they ripple through the dales;
I see before me now a mighty mountain,
And now I hear—great Jove!"
"An earthquake, master?"
"No, a fountain
Bubbling from out its side, in crystal streams;
It is the *aqua vitæ* of my dreams.
Oh! such unlooked for raptures o'er my senses break——"
"Santa Maria!" cried Juan, "my master ain't awake."

We pass a space of years, on fancy's pinion,
And see what next befel this foolish minion
To an idea exceedingly unreasonable,
And which to nature's laws was surely treasonable.

I would not wantonly a pang of pain impose
On hearts, mimosa-like, that beat for others' woes;
But I the truth must tell, although I know
The heart will ache, the tear of sorrow flow
For him—who doubtless rued this mad excursion—
For history makes, alas! this sad assertion,
That though he searched for this fount with greatest care,
He went to where it was—and 'twasn't there!

But Time, stern leveller of good and great,
His ravages on Ponce did ne'er abate;
And Death, whose power he openly defied,
Spake but the word, and Ponce De Leon died!

MORAL.

Friend, would'st thou find the fountain of eternal youth? 'Tis given
To all who rightly seek it: 'tis gushing now—in Heaven.

REPORT

ON

EVENING SCHOOLS.

REPORT.

The Executive Committee on Evening Schools would respectfully report:

That the number of Schools which have been opened for the instruction of pupils during the year just ending, has been 44; of this number 23 were for males, 19 for females, and 2 for colored pupils of both sexes. The whole number of pupils registered, and therefore taught for a greater or less period during the first term which commenced on the evening of the 3d January, was as follows: Males, 6,224; females, 3,052; making a total of 9,276. The average attendance during the same term, was in the male departments, 3,747; females, 2,126; total, 5,873. This term continued for nine weeks, and was regarded as a prosperous one. The second commenced on the 1st day of October, and continued until the 21st day of December, embracing the period of twelve weeks, and the accompanying table of statistics exhibit the gratifying fact, that there were registered the names of 16,059 pupils—10,560 in the male departments, and 4,499 in the female. In the former the average attendance was 5,607; in the latter, 2,969; making a total in both of 8,576.

It will be seen, that Schools have been opened in every ward, except the second and third, while in the twelfth and twenty-second, additional ones required by the wants of these sections, and which have heretofore existed, have been continued. In all of these wards, except the fifth and ninth, female schools have been opened; the last named is one of the largest wards in the city, yet no demand for a school for the female sex has been made, so that there are but three for this

class of our population, from the Battery to Fifteenth-street, west of Broadway. One of these is located in Greenwich-street near Rector-street, and has a register number of 392, with an average attendance of 151; one in the Eighth Ward, with a register of 361, and an average attendance slightly exceeding 200; the third is in the Fifteenth Ward, in Thirteenth-street, near the Sixth avenue, the register number of which is only 175, while the average attendance does not exceed 117. In these three schools, embracing the pupils gathered from so large an area of territory, the actual registry mumber is only 928, and the average attendance 468.

There are three other female schools on the west side of Broadway, north of those just named, viz: in the Sixteenth, Twentieth and Twenty-second Wards, and these have a register number of 1,010, with an average attendance of 632. Thus, it will be seen, that the number registered in all the female schools west of our great thoroughfare, located in the wards which extend from the Battery to Bloomingdale, is 1,938, while from various causes, the average attendance is only about sixty per cent. In the schools east of Broadway, the registered number is 3,410, and the average attendance 1,960, notwithstanding there are no schools south of Chambers-street.

These figures show that the greater portion of our female population, who feel the necessity of availing themselves of the benefits of our admirable system of Evening Schools, reside in the section east of Broadway; the exhibit of statistics relating to the male sex, present similar facts. It is mostly from among that class of our population who are engaged in physical labor, that come forth the pupils who crowd our school-houses—those whose opportunities for receiving instruction have been few, or, as is often the case, have been sadly neglected, but who now feel the necessity for greater mental culture. Quite a number are over thirty years of age; and the Assistant Superintendent who visits all the schools, reports, that he has seen several over fifty years of age, and yet, all of these are

willing, yea, anxious to devote the hours of the evening, after the toil of the day has ended, in acquiring that information which they deem so essential to their future usefulness. Over fifteen per cent. of the attendance belongs to this class, and it comprises the most regular and studious of the pupils. No weather detains them from the class-room, nor while there, do they waste any of the precious hours in idleness. Eager for knowledge, they drink in the instruction communicated, as the parched earth the long-delayed showers. With minds more matured, they apprehend more readily than do the younger pupils, and require that their understanding rather than their memory should be appealed to in the instruction given. With such pupils teaching is a pleasure, as the fruits of the teacher's labor is immediately seen in the rapid improvement of those under his charge. More than thirty per cent. consists of persons between the ages of sixteen and twenty-one—those just coming on to the stage of active life. In order, however, to accommodate these and the class before-named, it has been deemed advisable to continue adult classes, where all those of large growth might assemble together. In order to do this successfully, these classes are not as large as those composed wholly of small children, as the teacher is compelled to give individual instruction to the members. Many of these do not know their alphabet, or are just commencing to read the simple lessons in the first reader; others can read somewhat imperfectly, but have no knowledge of figures, while a third class having made some progress in the elementary branches, object to sitting beside small youths, so many years their juniors. It has been deemed wiser to yield to these prejudices than to classify them according to their grade of advancement, and thereby drive them from the school. What society demands, at the present time, is intelligence, as well as virtue; and we should do little to promote or encourage either, if we pursue a system which did not respect the feelings of those whose misfortunes have induced them to seek mental aid at our hands. These classes must necessarily be much

smaller, and the cost of instruction somewhat larger; yet we believe the benefits secured by this portion of the school recompenses the community for the additional amount expended. Many have entered who could not spell, and at the close of the term could readily read in the second reader; others, who knew nothing of notation or numeration, have been enabled to understand the fundamental rules, and to perform examples with facility. Penmanship is a branch which nearly all who enter desire to learn; and yet the results are, perhaps, less satisfactory than attend the study of any other. As most of those pupils are engaged in some laborious employment, the muscles of the fingers are somewhat stiffened, and do not become sufficiently relaxed to handle so delicate an instrument as a pen, in an easy and proper manner.

There is more difficulty met with in giving instruction in this branch, and in causing the rules laid down to be observed, than any other; and one reason is, perhaps, that some teachers are not so clear in their instructions as they should be. No one can ever write with freedom and elegance, who does not, at the beginning, hold the pen correctly; and yet, in visiting the various schools, we find a large proportion of the pupils engaged in writing, sitting in postures which forbid any improvement in that useful branch. Teachers have been enjoined to see that proper instructions are given and complied with, so that the time devoted to this branch is not lost. Notwithstanding these drawbacks, many fine specimens of penmanship have been presented in male and female schools, which were very creditable to teachers and pupils. Some of these were found in the classes of young men engaged in the study of book-keeping. These took special pride in keeping a clean set of books, and in arranging their accounts so neatly, that they were not ashamed to exhibit them whenever required to do so. Some of these young men were anxious to enter mercantile houses, and, therefore, sought a knowledge of those branches generally employed in the transaction of business, and to these competent teachers were given with successful results.

A larger class than either of those named, consisted of boys and girls under sixteen years of age, and these are taught all the studies generally pursued in Primary Schools. The occupations of the pupils are various. Some are apprentices in the various branches of the mechanic arts; many work in the numerous factories of every kind; others are domestics, and only attend when spared by the families with whom they reside. A large number of little children, under twelve years of age, of both sexes, who attend, have been taken by their parents from the day-school, and assist with the younger children at home, or peddle matches or fruits; while the boys sell newspapers or black boots. Reasons might be assigned why these young children ought not to be admitted as pupils in an Evening School, as it is urged by principals of day schools, that the withdrawal of this class seriously affects their junior classes; still we have not thought it advisable to depart from the practice of our predecessors, and to adopt rules excluding any from a participation in the blessings which the system affords. Accordingly the doors of all the schools have been opened wide, and all, without respect to age, sex, color, or condition, have been invited to enter; no difference being made between those born on our own soil or those of other lands—to each and all the invitation has been extended; and the many thousands who have accepted the same, and participated in the intellectual feast gratuitously provided, furnish the most cheering evidence that the call was not made in vain.

The attendance has been somewhat larger this year than the last, and, doubtless, would have been still larger, but for the excitement growing out of the recent presidential election. The numerous meetings nightly held in all parts of the city, the constant processions with enlivening music, which paraded our streets, presented too strong an attraction to be easily resisted, and, consequently, schools which opened with a large attendance became seriously affected by the causes named, and numbers who before attended regularly, remained away for the rest of the term. Such is the force of habit, that if

pupils break off from attending school for any length of time, they cease to appreciate its blessings, and refuse its earnest invitations.

The Board having adopted amendments to the by-laws, by which many of the duties now devolving upon this Committee have been transferred to the local boards of the different wards, in accordance with the wishes of the latter, your Committee hope that these changes will add to the efficiency of the system, and be productive of still more beneficial results in the future, than have attended the labors of the Executive Committee in the past; feeling well assured that our citizens will cheerfully raise all necessary moneys for the education of their sons and daughters, to be wisely and economically employed, expecting in return an increase in virtue and intelligence, upon which alone the safety of society can securely repose.

All of which is respectfully submitted.

ANDREW L. BYRNE,
CHAS. E. GILDERSLEVE,
DANL. SLOTE,
TERENCE FARLEY,
JAMES MARRINER,
JARED A. TIMPSON,
JOHN R. LYDECKER,
} *Executive Committee on Evening Schools.*

REPORT

OF

FINANCE COMMITTEE.

REPORT.

To the Board of Education:

The Finance Committee respectfully report the following exhibit of the financial operations of the Board for the year 1860:

The amount appropriated in the year 1859, in excess of the School Fund of said year, as reported December 31st, of that year, was	$31,111 74	
From which should be deducted error in the estimated balance in bank, January 1st, 1859.	80 19	$31,031 55
The School Fund for 1860, was		1,278,781 00
Leaving available for expenditures of 1860		$1,247,749 45

There has been expended during the year, as follows:

For Teachers and Janitors in Ward Schools	$703,962 02
For incidental expenses of Ward Schools	94,791 53
For support of the Free Academy (including supplies)	48,192 78
For repairs of the Free Academy	752 97
For support of Normal Schools (including supplies)	9,452 81
For support of Evening Schools (including supplies)	73,312 02
For repairs through the Shop	11,500 18
For supplies for Ward Schools, &c. through the Depository	64,350 31
For rent of School premises	18,278 80
For salaries of Officers and Clerks of Board of Education	25,734 60
For incidental expenses of the Board of Education	16,504 37
For apportionment to Corporate Schools	29,996 37
The amount appropriated for special purposes, including the erection of new Schools, repairing old buildings, &c.	164,979 91
And for pianos in Ward Schools	9,917 00
Total	$1,271,725 67
Deduct the available fund as above	1,247,749 45
And we find a balance against the Board, of	$23,976 22
From which deduct amount passed to credit of General Account	3,880 74
And there is left to be provided from the fund of 1861	$20,095 48

Annexed to this report will be found the following Schedules, viz.:

Schedule A, showing the balances of the various accounts.

Schedule B, showing the balances of the unexpended special appropriations.

Schedule C, showing the balances of the current special appropriations.

The following amounts, mentioned in Schedules B and C, are for appropriations for work now completed, and in the opinion of the Committee will never be called for, viz.:

For the erection of P. S. 20	in the	13th	Ward		$60 00
For ventilating W. S. 16	"	9th	"		21 68
For erection of P. S. 32	"	12th	"		325 00
For altering of W. S. 38	"	8th	"		152 40
For extra work on W. S. 51	"	22d	"		6 00
For furnishing P. S. 33	"	5th	"		73 88
For repairing C. S. 2	"	8th	"		20 65
" " " (after fire)	"	8th	"		599 75
For furnishing W. S. 52	"	12th	"		331 00
For repairing W. S. 44	"	5th	"		158 14
" " " 40	"	18th	"		909 56
For rebuilding W. S. 21	"	14th	"		27 00
" " " 10	"	15th	"		26 55
For fitting up P. S. 33	"	5th	"		35 20
For refurnishing P. S. 1	"	10th	"		23 90
For furnishing P. S. 5	"	11th	"		30 00
For altering W. S. 30	"	4th	"		2 00
For repairing W. S. 45	"	16th	"		101 24
" " " 6	"	12th	"		3 21
For well at Fort Washington	"	12th	"		48 49
For fitting up C. S. 5	"	5th	"		48 95
For extra work on W. S. 14	"	21st	"		10 00
For piano for P. S. 34	"	2d	"		2 00
Amounting to					$3,016 60

The Committee therefore think that the amount thus lying idle should be again placed in the general fund, and they accordingly recommend the adoption of the following:

Resolved, That the amount of $3,016 60, appropriated for special purposes, and reported on Schedules B and C, attached to this report, as balances uncalled for on the following accounts, viz.: Erection P. S. 20 and P. S. 32; altering W. S. 38 and W. S. 30; repairing W. S. 6, W. S. 40, W. S. 44, W. S. 45, and C. S. 2; furnishing W. S. 52, P. S. 1, P. S. 5, P. S. 33, and C. S. 5; extra work on W. S. 14 and W. S. 51; rebuilding W. S. 10 and W. S. 21; ventilating W. S. 16; well at Fort Washington; and for piano for P. S. 34—be placed to the credit of the general fund, as if the same had not been appropriated.

All of which is respectfully submitted.

Dated Dec. 26th, 1860.

WILLIAM TUCKER,
JAMES WATSON,
DAVID H. GILDERSLEEVE,
DANIEL COGER,
R. O. GLOVER,
} *Finance Committee.*

Schedule A.

Dr. BALANCES OF VARIOUS ACCOUNTS. *Cr.*

Salaries of Teachers and Janitors	$38,962 02	Repairs of Free Academy	$1,247 03
Incidental Expenses Ward Schools	4,791 53	Support of Normal School	5,547 19
Support of Free Academy	192 78	Repairs through the Shop	499 82
Support of Evening Schools	8,312 02	Supplies for W. S. through Depository	20,649 69
Inc. Ex. Board of Education	2,504 87	Rents of School Premises	3,721 20
Special Appropriations	4,310 65	Salaries of Officers	1,265 40
		Corporate Schools	2,203 63
		Piano Appropriations	83 00
		Excess of 1859	80 19
		General Account	3,880 74
		Balance against Board	20,095 48
	$59,073 37		$59,073 37

Schedule B.

BALANCES DUE ON UNEXPENDED APPROPRIATIONS.

*Erecting P. S. No. 20	$60 00
*Ventilating W. S. No. 16	21 68
*Erecting P. S. No. 32	325 00
*Altering W. S. No. 38	152 40
*Extra Work W. S. No. 51	6 00
*Furnishing P. S. No. 33	73 88
*Repairs C. S. No. 2	20 65
*Repairs C. S. No. 2 (fire)	599 75
*Furnishing W. S. No. 52	331 00
*Repairs W. S. No. 44	158 14
*Repairing W. S. No. 40	909 56
*Rebuilding W. S. No. 21	27 00
*Rebuilding W. S. No. 10	26 55
*Fitting up P. S. No. 33	35 20
*Refurnishing P. S. No. 1	23 90
*Furnishing P. S. No. 5	30 00
*Altering W. S. No. 30	2 00
*Repairs W. S. No. 45	101 24
*Repairs W. S. No. 6	3 21
*Well at Fort Washington	48 49
*Fitting up C. S. No. 5	48 95
Heating W. S. No. 14	2,135 00
Furnishing W. S. No. 40	30 41
Heating W. S. No. 33	150 00
Erecting W. S. No. 51	1,835 00
Furnishing W. S. No. 51	250 00
Rebuilding P. S. No. 24	1,495 00
Heating W. S. No. 48	100 00
Rebuilding W. S. No. 14	5,078 00
	$14,078 01

* Passed to credit of General Account by Resolution, adopted December 26, 1860.

Schedule C.

BALANCES OF CURRENT APPROPRIATIONS.

Expenses Committee on Warming and Ventilation	$17 35
Fitting up P. S. No. 37	146 56
Fitting up P. S. No. 36	73 34
Erecting new School in 79th st	12,590 00
Erecting P. S. No. 14 (4th Ward)	2,170 00
Altering W. S. No. 28	4,759 00
*Extra Work W. S. No. 14	10 00
Rebuilding W. S. No. 3	15,733 00
Altering W. S. No. 46	885 00
Painting, &c., W. S. No. 4	760 00
Fitting up P. S. No. 14	55 08
Altering W. S. Nos. 23 and 24	1,400 00
Piano P. D. No. 3	250 00
*Piano P. S. No. 34 (balance)	2 00
Furnishing P. S. No. 14	2,172 00
Heating apparatus W. S. No. 34	957 00
	$41,980 33

* Passed to credit of General Account by Resolution, adopted December 26, 1860.

TWELFTH ANNUAL REPORT

ON THE

OPERATIONS AND CONDITION

OF

THE FREE ACADEMY.

To the Board of Education:

The Executive Committee for the care, government, and management of the Free Academy, herewith present a draft of the Twelfth Annual Report to the Board of Regents of the University of the State of New-York, as required by law, on the operations of the Free Academy, for the academic year ending July 17th, 1860, and recommend the adoption of the following resolution:

Resolved, That the Annual Report of the operations of the Free Academy be adopted, and printed under the direction of the Executive Committee, and that a copy thereof, duly authenticated by the President and Clerk of this Board, be transmitted to the Board of Regents, and the Common Council of the City of New-York.

All which is respectfully submitted.

Andrew H. Green,
James M. Tuthill,
Hugh G. Crozier,
James Fairman,
Charles McCay,
Andrew V. Stout,
Hubbard G. Stone,
} *Executive Committee on the Free Academy.*

REPORT.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York:

In pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one act the various acts relative to the Common Schools of the City of New York," passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 1855, the Board of Education of the City of New York, through the "Executive Committee for the care, government, and management of the Free Academy," in respect to the several subject-matters required to be reported on by them, present this their Twelfth Annual Report, showing the operations and condition of the Free Academy, for the academic year ending on the 19th day of July, 1860, the day on which the annual commencement of said institution was held.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York:

I.—GROUND FOR ACADEMIC BUILDINGS.

Present value, ...		$37,810 00
Paid for original lot, . .	$25,000 00	
" additional ground, . .	12,810 00	
	$37,810 00	

II.—ACADEMIC BUILDINGS.

Paid for building Academy, ...	$48,000 00
" " Alterations and repairs, and permanent fitting up, as per former reports, ...	23,708 90
" " Repairs and improvements, 1854, as per reports of that year, ...	1,962 72
" " Repairs and improvements, 1855, as per report of that year, ...	219 69
" " Repairs and improvements, 1856, as per report of that year, ...	3,032 86
" " Repairs and improvements, 1857, as per report of that year, ...	2,025 86
" " Repairs and improvements, 1858, as per report of that year, ...	564 38
" " Repairs and improvements, 1859, as per last report,	1,362 41
" " Repairs and improvements, 1860, to date of this report, ...	2,849 30
	$83,726 12

It has no other real estate than that mentioned above.

III.—ACADEMIC LIBRARY.

The original cost of the Library cannot be stated with any degree of accuracy, as many of the books were donated to the Academy by friends of the Institution. An estimated value, however, is given, which will be found by reference to this and former reports.

The Library contains seven thousand four hundred volumes, including those named in the list herewith reported; and about eleven thousand text-books and books of reference. The text-books and books of reference form no part of the Library.

Amount paid for Library books, as per last report, .	$9,941 82
" expended for Library books since the date of last report, ...	2,068 69
	$12,010 51

The following is a list of books added to the Library since the date of last report:

	VOLS.
Adventures on the North Coast of Africa, Ditson, . .	1
Adventures in the Pacific, Jacobs, ...	1
Adventures on the West Coast of Africa, Thomas, . .	1
A Good Fight, Reade, ...	1
Alfred the Great, Life of, Thorpe, ...	1
Anabasis and Memorabilia of Socrates, Xenophon, . .	1
Anglo-Saxon and English Dictionary, Bosworth, . .	1
Animal Physiology, Carpenter, (Bohn's Lib.) . . .	1
Architecture, Pointed or Christian, Pugin, . . .	1
Barbauld, Mrs., Selections from the Spectator, Tattler, &c. .	2
Beethoven, Rau, ...	1
Beulah, Augusta J. Evans, ...	1
Biblical Antiquities of Palestine, Cox, ...	1
Biblical Literature, Townley, ...	2
Biblioteca de Autores Españoles, ...	50
Biglow Papers, Lowell, ...	1
Botany, Manual of, Balfour, ...	1
Boundary of Another World, Owen.	1
Calculus, Todhunter, ...	1
Carafas of Maddolina, De Reumont, ...	1
Cassique of Kiawah, Simms, ...	1
Chess-Player's Companion, Staunton, H., . . .	1
Chess-Player's Handbook, Staunton, H., . . .	1
Chess Praxis, Staunton, H., ...	1
Chess Tournament, Staunton, H., ...	1
Chronological Tables, (Ancient and Modern,) . . .	2
Coleccion de los Viages, Navarrete, ...	5
Commissioners Central Park, Report of, . . .	1
Constitution of the United States, Flanders, . . .	1
Counter Revolution in England, History of, Carrel, . .	1
Crystalline, Shelton, ...	1
Cyropædia and Hellenics, Xenophon, ...	1

	VOLS.
Ecclesiastical History, Socrates,	1
Eighteeen Christian Centuries, White,	1
Electricity, Magnetism, and Acoustics, Lardner,	1
Electro-Metallurgy, Napier,	1
El Movo Eeposito, Saavedra,	2
Emancipacion Literaria Didactica, Robot,	1
English History, Mathew Paris,	3
Estudios Historicos, de los Rios,	1
Evangeline, Longfellow,	1
Examen Histerica, Del Rio,	1
Fosteriana, Foster,	1
French History, Episodes in, Miss Pardoe,	1
Fundamento del Vigor, Garces,	1
Galeria de la Lit. Española, Del Rio,	1
Gentile Nations, Smith,	1
Geology, Elements of, St. John,	1
Geology, Manual, Phillips,	1
Gold-Foil, "Timothy Titcomb," Holland,	1
Grammaire Complète, Poitevin,	1
Great Facts, Bakewell,	1
Hand-Book of the English Language, Latham,	1
Hand-Book of the Science and Practice of Medicine, Aitkins,	1
Harmony of the Divine Dispensations, Smith,	1
Henry of Huntington, Chronicles of, (Bohn's Lib.)	1
Heroides Amours, Art of Love, &c., Ovid.	1
Higher Christian Education, Dwight,	1
Historia General, Oviedo Valdis,	4
History of the Christian Church, Lyall, *et al.*,	1
History of the Church from 324 to 440, Sozomoni, (Bohn's Lib.)	1
History of the Church from 322 to 594, Thursdon and Evagrin's, (Bohn's Lib.)	1
History of Philosophy, Tennemann,	1
History of Civilization, Guizot,	3
History of Christian Dogmas, Neander,	1
History of England, &c., from 732 to 1201, Roger de Hovendon,	2
Hydrostatics, Pneumatics, &c., Lardner,	1
Inaugural Addresses—Columbia College,	1
Index of Dates, Rosse,	2
Institutes of Oratory, Quintilian,	2
Languages, Historical Relations of, Stoddart,	1

	VOLS.
Laws of Thought, Thompson,	1
Lecciones de Elocuencia, Lopez,	1
Lectures, John Foster,	2
Lectures for the People, Brown,	1
Lectures on the History of Literature, Schlegel,	1
Locke, John, Life and Lectures, King,	1
Life in Spain, Thornbury,	1
Life Without and Life Within, Margaret Fuller,	1
Logic, Whately,	1
Long Island, History of, Prime,	1
Man, Natural History of, Smith,	1
Mechanics, Lardner,	1
Mechanical Philosophy, &c., Carpenter, (Bohn's Lib.)	1
Medals of Creation, Mantell,	2
Memorials of the English Martyrs, Taylor,	1
Metallurgy, Manual of, Phillips,	1
Method, Science of, Cooleridge,	1
Mind, Lessons on, Whately,	1
Minister's Wooing, Mrs. Stowe,	1
Morning Communings with God, Sturm,	1
Mosaics, Saunders,	1
Napoleon, Life of, De Las Casas,	1
Nature of the Gods, Divination, Fate, &c., Cicero,	1
Obras Poeticas, Gallejo,	1
Obras Postumas, Silsela,	1
Olynthiacs, Philippics, &c., Demosthenes,	1
Old Battle Ground, Trowbridge,	1
Omoo, Melville,	1
Optics, Lardner,	1
Orations, Demosthenes,	1
Orations on the Crown, &c., Demosthenes,	1
Orator's Touchstone, McQueen,	1
Oratory and Orators, &c., Cicero,	1
Origin of the Species, Darwin,	1
Past, Present and Future of the Republic, Lamartine,	1
Patriarchal Age, Smith,	1
Philo Judéaus, Works,	4
Political Economy, Logic of, De Quincey,	1
Polyglot of Foreign Proverbs, Bohn. (Bohn's Lib.)	1
Poems, Praed,	1

	VOLS.
Poems, Read,	1
Principles and Harmony of Colors, Chevreul. (Bohn's Lib.)	1
Progress of Nations, Seaman	1
Rachel and the New World, Beauvallet,	1
Raphael; or, Pages of the Book of Life at Twenty, Lamartine,	1
Reform and Reformers, &c., Stanton,	1
Rhetoric, Whately,	1
Rivals, Clemens,	1
Roman Question, About,	1
Scenes and Impressions Abroad, Rockwell,	1
Science and Art, Museum of, Lardner,	6
Select Writings, Chambers,	1
Self-Help, Smiles,	1
Sermons, Huntington,	1
Seven Years, Julia Kavanagh,	1
Steuben, Life of, Kapp,	1
Stone-Mason of St. Point, Lamartine,	1
Sydney, Algernon, Life of, Van Santvord,	1
Table Talk, Luther, (Bohn's Lib.),	1
The Doctor, Southey,	1
The Three Gardens, Adams,	1
Tiers États, Thierry,	1
Trigonometry, Airy,	1
Trumbull, Jonathan, Life of, Stuart,	1
Twenty Years Ago and Now, Arthur,	1
Vegetable Physiology, Carpenter, (Bohn's Lib.),	1
West Indies and the Spanish Main, Trollope,	1
Whims and Waifs, Hood,	1
Wild Sports in the South, Whitehead,	1
Wonders of Geology, Mantell,	2
Word of the Spirit to the Church, Bartol,	1
Works, Mason,	4
Xenophon, Minor Works of,	1
Yule-tide Stories, Edited by Thorpe,	1
Yusef, Browne,	1
Zoology, Carpenter, (Bohn's Lib.),	1
Revue des Deux Mondes,	2
Atlantic Monthly,	2
Blackwood's Magazine,	2

	VOLS.
Westminster Review,	1
Edinburgh "	1
North British "	1
London Quarterly Review,	1
North American "	1
Historical Magazine,	1

IV.—APPARATUS, FINE-ARTS, &c.

Philosophical, Mathematical, and Chemical.

The remarks made in reference to the original cost of the Library are applicable, also, to the original cost of the apparatus belonging to the Academy. An estimated value is given in another part of this Report.

Amount paid from City Treasury for apparatus, as per last Report,	$9,282 06
" paid since the date of last Report	470 68
Total,	$10,752 74

Natural History, Physiology, &c.

The Department of Natural History contains about three thousand specimens, no additions having been made thereto since the date of the last Report.

See page 16.

Laboratory.

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suit of chemical preparations, to which additions are constantly made by the Professor having charge of the department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains all the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism.

CABINET OF CHEMICAL AND PHYSICAL APPARATUS.

The following is a complete list of the Apparatus and of the Casts and Models in the Department of Fine Arts, belonging to the Free Academy :

Pneumatics.

Chamberlain's Air-Pump.
Condensing Syringe.
Bell Glasses for Air-Pump (3.)
Bladder and Hand-Glass.
Madgeburg Hemispheres.
Upward Pressure Apparatus.
Bursting Squares (9.)
Wire Guard for do.
Hand Air-Pump.
Gninea and Feather Glass.
Water Hammer.
Balance with Air-Globe and Counterpoise.
Bell, with Sliding Rod.
Barometers (2.)

Hydrostatics and Hydronamics.

Set of Glasses to illustrate Equilibrium of Fluids.
Hydrostatic Bellows.
Archimedes' Screw.
Working Models of Lifting and Forcing Pumps.
Hero's Fountain.
Barker's Mill.
Glass Balloon (with Jar and Images.)
Hydrostatic Paradox.
Halstat's Apparatus for the Pressure of Liquids.
Apparatus for Body immersed in a Liquid.
Apparatus for the Decomposition of Water.

Galvanism, Magnetism, Electro-Magnetism, Heat.

Bunsen's Battery of 50 pairs.
Grove's Battery of 12 pairs (Platina Strips).
Daniel's Batteries of 6 pairs.
Wheatstone's Rheostat.
Galvenometer (Suspension Thread.)
Vertical Galvanometer.
Tangent's Compass.
Large Simple Galvanometer.
Decomposing Cell (2 Gas Tubes.)
Apparatus for Attraction and Repulsion of Currents.
Contracting Helix.
Magnet revolving around a Conductor.
Conductor revolving around a Magnet.
Magnet revolving on its own axis.
Vibrating Wire (Magnet of three pieces.)
Revolving Spur Wheel.
Gold Leaf Galvanoscope.
De la Rive's Ring.
Revolving Coil.
Thermo-Electric Revolving Arch.
Magnetizing Helix.
Helix on Stand, with Iron Bar.
Helialical Ring and Semicircles.
Large Electro-Magnet.
Revolving Armature.
Reciprocating Engine.
Revolving Electro-Magnet.
Electro-Magnet, revolving with the Earth's Action.
Clock-Work Electrotome.
Magneto-Electric Machine (Brass Legs; quantity and intensity Helices.)
Separable Helices and Handles (2.)
Slat Spirals (3 lbs. each; 2.)
Thermo-Electro Series (10 pairs.)
Thermo-Electric Rectangle.
Ampere Electrepeter.
Simple Bar Magnets (4.)
Compound Bar Magnet.

Simple U Magnet.
Magnetic Needle on horizontal stand.
Dipping Needle.
Set of Steel Bars for Magnetization.
Morse's Telegraph Model.
Ruhmkorff's Apparatus for Induction.
Diamagnetic Apparatus.
Apparatus for fixing the Electric Light.
Smee's Battery of 4 pairs.
Pictet's Brass Mirror.
Hot Water Cube.
Regnault's Apparatus for Specific Heat.
Melloni's Thermo-Electric Apparatus.
Apparatus for Expansion of Solids.
" " Conduction of Heat.
Hydro-Oxygen Blowpipe.
Davy's Safety Lamp (2.)
Blowpipe and Table.
Wrede's Apparatus for Absorption.
Ring and Ball for Expansion by Heat.
2 Bulb Tubes for Expansion of Gases.
2 " " " Liquids.
1 Pyrometer.
Mounted Diaphragm.
Barton's Button.
Freezing Apparatus.
Thermometer of Biot.
Pair of Gas Holders.
Six models in wood to illustrate the subject of Light and Chrystallography.

Mathematics.

Theodolites (2) and Tripods.
Surveyor's Compass (2) and Tripods.
Level.
Sextant.
Quadrant.
Artificial Horizon.
Surveyor's Chain and Pins (2 sets.)
Measuring Tape.

Levelling Staves (2.)
Rods (4.)
Malby's Large Terrestrial Globe (and Compass.)
Malby's Large Celestial Globe (and Compass.)
Engineer's Transit.
Tanget Compass.
Plaster models of Oblique Arches, by Bardin, Paris (9.)
Plaster models of Voussons, of an Oblique Arch, by Bardin, Paris (31.)
Models of Topography, with maps, by Bardin, Paris (9.)

Acoustics.

Bellows Apparatus, with Glass sides for Organ Pipes.
Pipe with Musical Scale.
Open Pipe C.
Vox Humana.
Parchment Pipe.
Pipe with Reed.
" " " and Trumpet.
" " Glass Cylinder for observing Nodal Lines.
Monochord.
Tuning Fork.
Siren.

Optics.

Gregorian Reflecting Telescope, (2 feet focal length,) presented by Edward W. Serrell, Esq., N. Y.
Observing Telescope.
Concave Mirror (of 36 centimetres diameter.)
Convex Mirror (of 25 centimetres diamter.)
Plane Mirror (of 26 centimetres diameter.)
Apparatus for Bouquet Experiment.
Double Convex Lens.
" Concave "
Plano-Convex "
" Concave "
Concave Convex "
Equilateral Prism.
Polyprism.
Achromatic Prism (variable angles.)

Biot's Prism (compartments for volatile liquids.)
Silberman's Heliostat.
Raspail's Microscope.
Oberhauser's "
Lawrence Smith's Apparatus for Solar Microscope.
" " Diffraction and Interference.
Nichol's Prism.
Diaphragms (1 circular and 1 rectilinear.)
Apparatus for Colored Rings.
Noremberg's Apparatus (improved.)
Soliel's Apparatus (for measuring optic axis of Crystals.)
Collection of Crystals of one and two optic axis, viz.:
Native Quartz.
Plate " (2 natural rotations.)
Porte objet.
Babinet's Compensators (2.)
Plates Sulphate of Lime.
" Quartz (parallel to axis.)
" Mica ($\frac{1}{2}$ wave length.)
" Quartz.
" Oblique (Quartz crossed.)
" Spar (perpendicular to axis.)
" Tourmaline (perpendicular to axis.)
" Beryl "
" Carbonate of Lead "
" Arragonite.
" Gypsum.
" Mica.
" Sulphate of Baryta.
Tempered Glasses (different forms.)
Apparatus for Movable Hyperbolas.
Presses and 3 Glasses for Curves.
" " " Compression.
Fresnel's Apparatus for Double Refraction.
Parallelopipedons of Fresnel.
Stereoscopes (with Daguerreotypes, &c.)
Collection of Colored Glasses for Absorption.
Rhombs of Spar.
Cylindrical Mirror (with pictures.)
Apparatus for Rays of Spectrum.
Reflecting Goniometer.

Apparatus for Circular Polarization of Light.
Lamp for Optical Experiments, and box for the same.
Goniometer of Charles and Malus.
Achromatic Microscope.
Contact Goniometer.
Stand for Optical Instrument.
Wave Machine.
Deville's Lamp.

Mechanics, etc.

Lever, with Appendages, &c.
Fixed and Movable Pulleys, and their Combinations.
Loaded Cylinder and Inclined Plane.
Double Cone and Inclined Bars.
Pair of Tumblers.
Model of the Wheel and Axle.
" Inclined Plane.
" Screw.
" Capstan.
" Crane.
" Pile Driver.
" Jack.
Apparatus showing Action of Endless Screw.
" " " Cog Wheels.
Atwood's Machine.
Whirling Table.
Ten pieces of Apparatus belonging to Whirling Table.
Roberval's Balance.
Compound Lever.
Weights, and Stand for Weights.
Ivory Bolls on Stand (to illustrate collision.)
Apparatus showing the Angle of Reflection.
Bohnenberger's Machine (for showing the position maintained by the axis of the earth in its rotation.)
Pulley, with concentric grooves.
Apparatus for showing that the part of a pulley enveloped by the cord can be less or greater.
Apparatus illustrating Parallelogram of Forces.
Roemer's Carriage Axle with Vibrating Wheels.
Gyroscope.

Miscellaneous.

Oersted's Apparatus for Compression of Water.
Dumas' Apparatus for Density of Vapors.
Guy Lussac's " Tension "
Screen for Optical Experiments.
Hygrometer.
Daguerreotype Apparatus (complete.)
Apparatus for Maximum Density of Water.
Anemometer.
Divided Scales (4.)
Breguet's Metallic Thermometer.
Chemical Balance.
Common "
Regnault's Eudiometer.
Elliptical Mercury Trough (for Reflexion.)
Sundries—Retorts, Crucibles, Stills, Alembics, &c., &c.

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500 specimens in Conchology, presented by Townsend Harris, Esq.
2,200 " Mineralogy.
300 " Geology.

Physiology, etc.

Manikin.
Skeleton.
Separated Skull.
Enlarged Model of the Eye.
" " " Ear.
" " " Larynx.

FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament and for the general purposes of art. It may be classified as follows:

1st.—CAST OF ELGIN MARBLES.

Presented by Charles M. Leupp, Esq., of N. Y.

Ilissus.
Theseus.
Colossal Head of the Horse from pediment of Parthenon.
Metopes and Frieze of the Parthenon.
Colossal Caryatides, &c.

2d.—CASTS FOR THE STUDY OF THE ANTIQUE.

From Florence, the Vatican, and the Louvre.

1. FIGURE:

Minerva.
Belvedere Hercules.
Torso of the Laocoon.
Torso of Venus of Milo.

2. ALTO AND BASSO-RELIEVO:

Victory.
Dancers.
Chariot Race.
Alcibiades and Aspasia.
Bacchus and Ariadne.
Bacchante and Dionysian Bull.
Fawn and Panther.
Chimera bearing Rome.

3. BUSTS:

Diogenes.
Pericles.
Plato.
Homer.
Venus of Arica.
Venus of Milo.
Townley Muse.
Farnese Hercules.
Colossal Jupiter.

4. MASKS;

Dante.
Aristides.
Alexander.
Apollo Belvedere.
Venus of Cnidus.
Sleeping Fawn.
Fawn of the Capitol, &c.

3D.—EXAMPLES OF MICHAEL ANGELO, AND CELLINI.

Figure from the Tomb of Lorenzo de Medici.
Mask and Arm of Slave.
Dog's Head.

4TH.—CASTS FROM NATURE.

Masks from Henri Quatre.
Torso of a Man.
Right Arm of a Man.
Hands.

5TH.—EXTREMITIES.

Arm of Milo.
Thigh from the Laocoon.
Leg from Statue of Silenus.
Leg from Statue of Germanicus.
Colossal Hand from Statue of St. Peter.

6TH.—POMPEIIAN FRESCOES.

Models from Paintings in the House of Pompeii.

7TH.—ARCHITECTURAL STUDIES.

1. THE FIVE ORDERS OF ARCHITECTURE:

Small Models.

2. FRIEZES:

Architrave of Temple of Jupiter Stator.
Frieze with Panthers, from the Ecole des Beaux Arts.
Frieze from the Tomb of Henry the VII.

3. MOULDINGS:

Talons of the Architrave and Entablature of the Temple of Jupiter Stator.
Torus from that of Minerva Polias.
Ornamented Oves, &c.

4. BYZANTINE ARCHITECTURE:

Column from St. Denis.
Capital of Column at Bonn.
Capital from Abbey of Benneford.
Mounting Post, &c.

5. GOTHIC ARCHITECTURE:

Rosette Frieze.
Pilaster with Monk.
Antæ from Notre Dame.
Jamb from Ecole des Beaux Arts.
Mouldings from Westminster,
Gothic Panels from wood carving.
Ogees, &c., &c.

6. RENAISSANCE :

Parts of a Pilaster.
Second part of the same with Capital, &c.

8TH.—STUDY OF ORNAMENT.

Minerva upon Scroll.
Vine Mounting.
Fragment of Foliage.
Reverse of Leaf.
Leaf from base of Column of Trajan.
Ornamental Column.
Ornamented Base.

V.—TITLE TO PROPERTY, INCUMBRANCES, ETC.

The property is free from all incumbrances.

VI.—OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library, text-books, casts, models, and cabinet of natural history, described previously, except fuel, stationery, and furniture, partly worn, the present value of which cannot be stated with certainty.

VII.—DEBT.

The Academy is free from debt.

VIII.—BOOKS AND APPARATUS COMPARED WITH CATALOGUES, ETC.

All the books and articles of apparatus possessed by the Academy have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

IX.—SUMMARY STATEMENT.

The total *estimated* value of Academic property, as described in the preceding part of this Report, is as follows:

Present value of Acadamic lot, buildings, and furniture, .	$121,536 12
Present value of Library, ...	11,500 00
Present value of Text-Books, ...	12,000 00
Present value of Philosophical Apparatus, . . .	9,000 00
Present value of Casts, Models, &c., ...	1,500 00
Present value of Cabinet of Natural History, . .	1,500 00
	$157,036 12

X.—GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE SAID 17TH JULY, 1860.

Cash Received.	*Dr.*	Cash Paid.	*Cr.*
Balance on hand at the date of last Report, - - -	$5,961 75	Cash paid during said period, by the Board of Education, viz.:	
Cash since received on the following accounts, viz:—		For Salaries of Teachers and Officers, - - - - - -	$37,872 77
Amount appropriated by the Board of Education for the support of the Academy, including Text-Books and Stationery, - - - -	48,000 00	" Repairs and Improvements of Academy Buildings, and Grounds	2,849 30
Amount appropriated during said period for Furniture, Apparatus, and Repairs of the Academy - - - -	2,000 00	" Text Books and Stationery, - - - - - - - -	3,281 92
Amount received during said period from the Regents of the University from the Literature Fund - . -	1,179 59	" Library Books, - - -	2,068 69
		" Apparatus, Chemicals, &c., - - - - - - -	470 78
		" Re-binding Books, - -	252 02
		" Printing and Advertising, - - - - - - -	1,104 76
		" Expenses of Examination, Commencement, &c., - - - - - - -	617 36
		" Fuel, - - - - - - -	533 32
		" Lighting the Academy,	128 75
		" Postage, &c., - - - -	43 00
		" Furniture, Repairing, &c., - - - - - - -	602 88
		" Supplies, cleaning Academy, &c. - - - - -	505 55
			$50,331 00
		Balance, - - - -	6,810 34
	$57,141 34		$57,141 34

NOTE.—The *estimated* value of the Academic lot, &c., as given above, includes the permanent fitting up, and also all repairs, alterations, and improvements since the Academy has been in operation. But the *real* value of the said property ought not, perhaps, to include anything more than the grounds, buildings, improvements, permanent fitting up, books, apparatus, casts, and models, and furniture, valued at about one hundred and twenty-five thousand dollars.

XI.—REVENUES AND EXPENDITURES FOR THE YEAR ENDING ON THE SAID 17TH DAY OF JULY, 1860.

REVENUE RECEIVED.	*Dr.*
Amount of Revenue received during said year, from the following sources, viz.:	
From appropriations by the Board of Education, - -	$50,000 00
From the Regents of the University, being the Apportionment of the Literature Fund for 1860 - -	1,179 59
Balance on hand at the date of the last Report, - - -	5,961 75
	$57,141 34

EXPENDITURES INCURRED.	*Cr.*
Amount paid on Liabilities incurred during said year, on the following accounts, viz.:	
For Salaries of Teachers and Officers, - - - - -	$37,872 77
" Repairs and Improvements to Academy buildings and grounds	2,849 30
" Text-books and Stationery, - - - - - -	3,281 92
" Library Books, - - -	2,068 69
" Apparatus, Chemicals, &c., - - - - - -	470 68
" Fuel, Printing, Commencement, and all other incidental expenses, - - - - -	3,787 64
	$50,331 00
Balance - - - -	6,810 34
	$57,141 34

XII.—MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the year, as stated in the preceding part of this Report, under the head of *Cash Received*, together with all balances of money received heretofore, and suffered to remain on hand, unexpended, are accounted for as follows, viz:

Balance on hand, unexpended, received from the Regents of the University, at the date of the last Report.....	$1,183 70
Received from the Regents of the University since the date of last Report, being the apportionment from the Literature Fund for the year 1860.....	$1,179 59
	$2,363 29
Expended for Library Books since the date of last Report...	$2,068 69
Balance to be expended for Library Books.....	$294 60

XIII.—MONEY RAISED AND GRANTED FOR PURCHASE OF BOOKS AND APPARATUS.

None, except as stated in the preceding part of this report.

XIV.—DEPARTMENTS.

OFFICERS OF INSTRUCTION AND GOVERNMENT.

The studies are pursued under the following Academic Officers, appointed by the Board of Education.

A Principal, who shall be Professor of Moral, Intellectual, and Political Philosophy.
A Professor of the Latin and Greek Languages and Literature.
A Professor of Chemistry and Physics.
A Professor of Pure Mathematics.
A Professor of Mixed Mathematics.
A Professor of History and Belles-Lettres.
A Professor of English Language and Literature.
A Professor of French Language and Literature.
A Professor of Spanish Language and Literature.
A Professor of German Language and Literature.
A Professor of Drawing.
A Professor of Natural History and Physiology.
An Adjunct-Professor in the Department of Philosophies.
An Adjunct-Professor in the Department of Mathematics.
And as many tutors as may be from time to time required.

The Faculty consists of the Professors who, conformably to the classification of studies pursued in the Academy, are at the head of the following Departments:

Philosophies,	History and Belles-Lettres,
Ancient Languages,	Pure Mathematics,
English Language,	Mixed Mathematics,
Modern Languages,	Physical Sciences.

CLASSIFICATION OF STUDIES PURSUED.

Departments.	Subjects.	Collateral Subjects.
Philosophies.	Moral Philosophy. Intellectual Philosophy. Political Philosophy.	
English Language.	English Language and Literature, comprising— General Grammar, English Grammar, Etymology, Synonymy, Composition.	
Ancient Languages.	Latin Language and Literature. Greek Language and Literature.	
Modern Languages.	French Language and Literature. German Language and Literature. Spanish Language and Literature.	
History and Belles-Lettres.	History. Rhetoric, Composition, Oratory.	
Pure Mathematics.	Algebra. Geometry. Trigonometry and its Applications. Analytical Geometry. Descriptive Geometry. Differential and Integral Calculus.	Drawing.
Mixed Mathematics.	Analytical Mechanics. Acoustics. Optics. Astronomy. Civil Engineering.	
Physical Sciences.	*Physics* ... Light—Heat. Electricity—Magnetism. Electro-Magnetism. *Chemistry*.. Inorganic—Organic. Physiological. Agricultural.	Natural History. Physiology. Anatomy. Hygiene.

XV.—TEACHERS AND OFFICERS EMPLOYED.

The whole number of teachers employed in the Academy on the said 17th day of July, 1860, was twenty-seven. The names, the department of instruction, and the annual salary of each, are as follows:

Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy	$3000
John Jason Owen, D.D., Vice-Principal aud Professor of the Ancient Languages and Literature	2500
Wolcott Gibbs, M.D., Professor of Chemistry and Physics	2000
Gerardus Beekman Docharty, LL.D., Professor of Pure Mathematics, and Secretary of the Faculty	2000
John Augustus Nichols, A.M., Professor of Mixed Mathematics	2000
Charles Edward Anthon, A.M., Professor of History and Belles-Lettres	2000
John Graeff Barton, A.M., Professor of the English Language and Literature	2000
Jean Roemer, LL.D., Professor of the French Language and Literature	2000
Agustin José Morales, LL.D., Professor of the Spanish Language and Literature	1200
Theodore Gustav Glaubensklee, Professor of the German Language and Literature	2000
Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design. (Absent in Europe, on leave)	
Herman Joseph Aloys Kœrner, Ph. D., Acting Professor of Drawing	2000
Robert Ogden Doremus, M.D., Professor of Natural History, Physiology, Anatomy, and Hygiene	1000
Joel Tyler Benedict, A.M., Adjunct Professor in the Department of Pure Mathematics	2000
George Washington Huntsman, A.M., Adjunct Professor in the Department of Philosophy	2000
Joseph Howard Palmer, A.M., Tutor in Pure Mathematics	1500
William Beinhauer Silber, A.M., Tutor in the Ancient Languages	1500
Benjamin Arad Sheldon, A.M., Tutor in Pure Mathematics	1500
Alfred George Compton, A.M., Tutor in the English Language	1000
Arthur McMullen, A.M., Tutor in Pure Mathematics	500
Casimir Fabregou, A.M., Tutor in the French Language	1000
Adolph Werner, S.M., Tutor in the English Language	700
Samuel Gould Jelliffe, A.M., Tutor in History and Belles-Lettres	500
James Godwin, A.B., Tutor in Pure Mathematics	500
Lucien Oudin, A.M., Tutor in the French Language	500
James Knox, A.B., Tutor in Drawing	500
Solomon Israel Woolf, A.B., Tutor in Drawing	500
Fitzgerald Tisdale, A.B., Tutor in Ancient Languages	500
Joseph Oakley Nodyne, A.M., Librarian and Registrar	1500
Grosvenor Waters, Janitor	700
Daniel McEvoy, Assistant Janitor	500

XVI.—SUBJECTS OF STUDY PURSUED, TEXT-BOOKS AND BOOKS OF REFERENCE USED.

The subjects of Study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows:

1. Moral, Intellectual, and Political Philosophy.

Moral Philosophy,	Hickok's Moral Science.
" "	Alexander's "
" "	Wayland's "
" "	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whatley's Logic.
"	Mahan's "
Political Philosophy,	Mansfield's Political Grammar.
" "	Hart's Constitution of the U. S.
Law,	Kent's Laws of Nations.

2. Ancient Languages and Literature.

Greek Language (Grammar,)	Sophocles' Greek Grammar.
Dictionaries,	Liddell & Scott's.
"	Pickering's.
Reading Books,	Sophocles' Greek Lessons.
"	Owens' Greek Reader.
"	" Xenophon's Anabasis.
"	" " Cyropædia.
"	" Homer's Iliad.
"	" " Odyssey.
"	" Thucydides.
"	Crosby's Œdipus Tyrannus.

LATIN LANGUAGE (Grammar,)	Andrews' and Stoddard's Latin Grammar.
Dictionaries,	Leverett's.
"	Ainsworth's.
"	Andrews' Freunds.
Reading Books,	Andrews' Latin Reader.
"	" Sallust.
"	Spencer's Cæsar's Commentaies.
"	Cooper's Virgil.
"	Johnson's Cicero's Orations.
"	Lincoln's Livy.
"	Anthon's Horace.
"	" Greek Prose Composition.
"	" Latin " "
"	" Latin Versification.

3. CHEMISTRY AND PHYSICS.

Chemistry,	Renwick's Principles.
"	Fownes'.
"	Liebig's.
Natural Philosophy,	Bird's.

4. PURE MATHEMATICS.

Algebra,	Docharty's Institutes.
Geometry,	"
Geometry (Plain),	Davies' Legendre.
Geometry (Analytical),	Davies'.
Calculus (Differential and Integral),	"
Surveying and Navigation.	Davies'.
Logarithms,	Loomis.
Geometry (Descriptive), Shades and Shadows, Linear Perspective,	Manuscript.

5. Mixed Mathematics.

Mechanics of Solids,	Bartlett's.
" Fluids,	"
" (Analytical),	"
Acoustics and Optics,	"
Spherical Astronomy,	"
Civil Engineering,	Mahan.
Mechanics of Engineering,	Mahan's Ed. of Moseley.
Topography,	Smith.
Mechanics, &c.,	Buck's Oblique Bridges.
Road Making,	Gillespie.

History and Belles-Lettres.

History,	Willson's Universal History.
"	Putz's Handbook of Mediæval Geography and History.
Antiquities,	Anthon's Greek and Roman Antiquities.
Geography,	Anthon's Ancient and Mediæval Geography.
Rhetoric,	Day's Rhetoric.
"	Jameison's Rhetoric.
Oratory,	Marshall's oratory.
"	Lovell's U. S. Speaker.
"	Sargeant's Speaker.
Elocution,	How's Elocutionist.
Atlas,	Mitchell's Ancient and Modern Atlas. Johnson's National Atlas.
Dictionary,	Worcester's.

7. English Language and Literature.

Dictionary,	Webster's (Unabridged.)
"	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
"	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
English of Literature,	Cleveland's Compendium.
Encyclopedia of Eng. Literature,	Chambers.
" Am. Literature,	Duyckinck.

8. French Language and Literature.

French Language,	Noël and Chapsal's.
"	Robinsonian system of Teaching French.
Reading Book,	Roemer's Elementary Reader.
"	" Second French Reader.
"	" Polyglot Reader.
"	" French Idioms.
"	Racine, Molière.
Pronunciation,	Vannier's Pronunciation.
Dictionary,	Dictionnaire de l'Academie.
"	Spiers' and Surenne's.
"	Surenne's.

9. Spanish Language and Literature.

Grammar,	Ollendorff's.
"	Sales'.
Dictionary,	Neuman and Barretti's.
"	Velasques' (large).
Reading Book,	Ascagorta's History.
"	Quintana's—Español Celebres.
"	" Tesoro del Pernaso—Español.
"	Don Quixote.
"	Morales' Spanish Reader.
"	Moratin's Comedies.
"	Pizarro's Phrase-Book.
"	Iriarte's Fables.
"	Masdeu's Arte Poetica.
"	Butler's Spanish Teacher.

10. German Language and Literature.

Grammar,	Glaubensklee's Grammar.
"	Heyse's Grammatik.
Dictionary,	Elwell's Dictionary.
"	Flügel's "

Reading Book,	Benedix Lutspiele.
"	Flaxman's Dialogues.
"	Glaubensklee's Reader.
"	Gœthe's Egmont.
"	Heyse's Wöterbuch.
"	Oltrogge's Lesebuch.
"	Schiller's Marie Stuart.
"	Schiller's Wilhelm Tell.

11. Natural History, Anatomy, Physiology and Hygeine.

Introduction to the Sciences,	Chambers.
Natural History,	Schodler's and Medlock's Book of Nature.
"	Guyot's Earth and Man.
Physical Geography.	Somerville.
Geology,	Lyell.
Mineralogy,	Dana.
Physiology,	Carpenter.
"	Lambert.

12. Drawing.

Doctrines of Forms, } *manuscript.*	Course of Ornamental, Classic, Gothic, and Renaissance.
Elements of Drawing, } *manuscript.*	Study of the Antique, (Elgin Marbles) with external Anatomy applied to the Figure.
Industrial Drawing, } *manuscript.*	
Architecture, examples in Classic. Gothic, and Byzantine styles.	
Architectural Orders and Mouldings.	

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class in the Department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and applications to manufactures and to decoration, are delivered to the Junior Class (first term .

Themes and Forensic Discussions, and original Declamations, are required as regular exercises from the Class; and in their second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior Class, Lectures are delivered on Ancient and Modern Inventions; and the second term, Weekly Lectures on the most Celebrated Constructions of Ancient and Modern Times; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States; on Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language; and on the History and Formation of the German Language and Literature.

Weekly Lectures are delivered to the Sophomore Class (first term) on Political Economy.

Lectures also on the Spanish Language and Literature.

Weekly Lectures are delivered to the Introductory Class, in the Department of Natural Sciences, on Astronomy, Geology, Human Physiology, Physical Geography, Anatomy, &c.

Lectures on History are also delivered to the Freshman and Sophomore Classes.

XVII.—COMPOSITION AND DECLAMATION.

Students are required to be exercised in Composition and Declamation once a month, during the year.

XVIII.—NUMBER OF STUDENTS.

(A.) The whole number of Students (including Classical and all others) taught in the Academy during the first Academic term ending on the 15th day of February, 1860, was seven hundred and twenty-one (721), including fourteen Resident Graduates.

The whole number of Students (including Classical and all others) taught in the Academy during the second Academic term ending on the 17th day of July, 1860, was six hundred and eighty-six (686), including five Resident Graduates.

(B.) The whole number of Students (including Classical and all others) taught in the Academy during the said Academic year ending on the said 17th day of July, 1860, was seven hundred and twenty-three (723).

(C.) The whole number of Students belonging to the Academy on the said 17th day of July, 1860, or who belonged to it during part of the year ending on that date, and who are claimed by the Board of Education to have pursued for four months of said Academic year, or upwards, Classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 20th of October, 1853, was six hundred and forty-seven (647).

A schedule of the names, ages, and studies of the said students, so claimed by the said Board of Education to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

XIX.—PRICES OR RATES OF TUITION.

The Institution being supported by the city, no charge is made for tuition.

XX.—GRATUITOUS INSTRUCTION.

Instruction is gratuitous to all the Students of the Academy.

XXI.—ACADEMIC TERMS, VACATIONS, COMMENCEMENT, ETC.

The Academic year is divided into two terms; the first commencing on the third Wednesday of September, and ending on the Friday preceding the first Monday of February; the second, commencing at the end of the first examination, (which continues eight days,) and ends on the Tuesday before the third Wednesday of July in each year.

VACATIONS.

There are three vacations in each Academic year; the Summer Vacation, from commencement to the Tuesday before the third Wednesday in September, inclusive; the Winter Vacation, from the 25th day of De

cember, to the 1st day of January, inclusive; the Spring Vacation, from the last day of April, inclusive, one week.

There are no Academic exercises on Saturday, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

End of Academic Year, and Commencement.

The Academic year of the Academy ends on the *Tuesday before the Third Wednesday of July*, in each year, and on which day the Annual Commencement takes place.

XXII.—SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, Etc.

The Academy being supported by the city, no charge is made for tuition or board. Students are not allowed to remain in the Academy after the daily exercises are over. They reside or board with their parents or guardians.

XXIII.—BOOKS, ETC., RECEIVED FROM THE STATE.

The books received from the State, through the Regents of the University, or otherwise, for the use of the Academy, and now in its library, in good condition, are the following:

Natural History of the State of New York	15	vols
Documentary History of New York, (4to.)	4	"
Colonial History of New York, (4to.)	10	"
" " " (8vo.)	2	"
Census of the State of New York, for 1855	1	"
Reports of the Regents of the University, for 1857–8–9	3	"
Catalogue of the New York State Library	3	"
New York Meteorology, 1826–1850	1	"

XXIV.—PHYSICAL EDUCATION

No distinct or separate provisions are made for physical education.

TERMS OF ADMISSION, EXAMINATION, ETC.

The examination of candidates for admission takes place immediately after the general examination, in July, and continues at the same hours every day until concluded. No student can be admitted to the Academy unless he resides in the city, be fourteen years of age, shall have attended the common schools in the city twelve months, and pass a good examination in

Spelling,	Algebra, as far as quadratic equations, inclusive,
Reading,	Geography,
Writing,	History of the United States,
English Grammar,	Constitution of the United States,
Arithmetic,	

Elementary Book-keeping.

No candidate can be examined for admission unless he shall present to the Principal of the Academy a certificate in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, and the length of time of his attendance in each. If the number qualified for admission be more than can be admitted, the preference is to be given to those who have attended the Common Schools the greater period.

At either of the regular examinations, members may be admitted to one or all of the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite period—shall be of the proper age—shall pass an examination in the requisites for admission, and also an examination satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.

No person is allowed to be present at the examination for admission except the instructors in the Academy, the members of the Board of Education and other school officers; neither the names of the candidates, nor the schools from which they come, are made known to the instructors conducting the examinations, but each candidate is designated during such examination by a number given to him on a card by the Principal.

Those students only who are afterwards ascertained to have passed a good examination, are admitted, and their names entered upon the rolls of the Academy.

There are two examinations during the Academic year. The first, commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the third Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory class are not allowed to advance to the Freshman class unless they are qualified in every respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the Common Schools, shall be of the proper age, shall pass an examination in the requisites for admission, and an examination also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

COURSE OF STUDIES.

The course of studies pursued in the Academy are the following, and are at the option of the students, viz.:

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The full course of Ancient Languages comprises Latin, Greek, and any modern language at the option of the student.

The full course of Modern Languages comprises French, German, and Spanish. The order in which they are pursued is at the option of the student on commencing the course.

The partial course of languages comprises any language or languages, at the option of the student, either as pursued in the full course or in a special course of one year, intended for such students as may have immediate occasion for the use of any of the above-named languages.

The time allotted to the study of each language is laid down in the following schedule, which exhibits the number of recitations per week for each class and term of the Academic year:

MODERN COURSE.

	Introductory.		Freshman.		Sophomore.		Junior.		Senior.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Either French,	5	5	3	2	2	2	..	..	..	..
German, or	..	..	2	3	3	2	4	..	..	..
Spanish,	..	..	..	..	..	..	..	2	5	5

ANCIENT COURSE.

	Introductory.		Freshman.		Sophomore.		Junior.		Senior.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Latin.....	5	5	3	2	2	2	2	1	Latin or Greek once a week.	
Greek.....	..	..	2	3	3	2	2	1		
Any Modern Language at option.	..	..	..	..	..	..	..	..	4	4

The choice of each student as to the course of studies he wishes to pursue, must be made in writing at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty.

The classes are annual, and the full course of studies embraces five years, of two terms each.

DEGREES.

The Board of Education is authorized by law to confer the usual Collegiate Degrees, on the recommendation of the Faculty. The degrees are *Bachelor of Arts*, for those who have pursued a full course with ancient languages; *Bachelor of Sciences*, for those who have pursued a full course with modern languages, and the degrees of *Master of Arts* and *Master of Sciences.*

The Faculty recommend no one as a candidate for either degree whose average standing in any study of the Senior year has fallen below three-fifths of the maximum. Each member of the graduating class is required to write a composition for oral delivery, to be sent in one week before Commencement. Orations and dissertations written for this occasion are not to exeeed ten minutes each in length, with the exception of the Valedictory, Salutatory, and Philosophical Orations, which may be extended to twelve minutes

A Bachelor of Arts, or of Sciences, of three years' standing, may be admitted to the degree of *Master of Arts*, or to that of *Master of Sciences*, provided he show, to the satisfaction of the Faculty, that in the interval he has been engaged in some literary or scientific pursuit, and has sustained a good moral character; application to be made either personally or by letter, at least one month before Commencement, accompanied by an original paper on any subject, and certified under his own hand to be his own composition, written within six months before his application.

LIBRARY.

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, by funds appropriated by the Regents of the University of the State of New York, from the Literature Fund, and from donations and bequests by private citizens.

Students of the Senior, Junior, Sophomore, and Freshmen classes are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who do not obtain *two-thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to the privileges of the Library.

The Professors and Tutors have access to the Library at all times, and

enjoy the right of taking books therefrom, under certain restrictions; and also the privilege of consulting the books in the Library, at all hours of the daily session of the Academy, on application to the Librarian. No books can be taken from the Library, *under any pretence whatever, by any person*, without the authority of the Librarian, and every book so taken is recorded in a register provided for that purpose.

No Library book is allowed to be retained by any instructor or student for a longer period than two weeks, without renewal.

Penalties are attached for defacing, mutilating, or losing books.

All books, whether Library books, books of reference, or text books, delivered to any instructor or student, constitutes a charge against him of the cost of the book, to be paid for by him unless it be returned in good condition or its loss or injury satisfactorily accounted for to the Librarian; *and in case of a student, unless it be paid for, or replaced without delay*, he is *liable to be dismissed from the Academy.* In cases of carelessness, and wonton injury of the books, punishment may be inflicted in addition to reparation.

It is believed that in a few years the Academy will possess one of the most valuable college Libraries in the State. It contains many works which probably can be found in but few even of our public Libraries. The works are mostly of a scientific and general character, and it coutains a very limited number of works of a light and ephemeral character. In selecting books for the Library, particular reference is had to the wants both of the Instructors and Students.

MEDALS AND TESTIMONIALS.

The Pell Medal.

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees $500 to be invested, and the income to be applied annually, forever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above-named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

Present Turstees of the Fund.

WILLIAM E. CURTIS, Esq.
HORACE WEBSTER, LL.D.
SHEPHERD KNAPP, Esq.

The Burr Medal.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, forever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms as the above.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
ERASTUS C. BENEDICT, Esq.
ANDREW H. GREEN, Esq.

The Cromwell Medal.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the trustees annually, forever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
CHARLES EDWARD ANTHON, A.M.
ERASTUS C. BENEDICT, Esq.

Ward Medals.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz.: twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the greatest proficiency therein, provided he shall have regularly pursued such study for not less than two months of the Academic year then closing—a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No.	Subject to be engraved on the Medal.	No.	Subject to be engraved on the Medal.
A.	Chemistry.	K.	German.
B.	History, Natural.	L.	Oratory.
C.	Philosophy, "	M.	Composition.
D.	Philosophy, Moral.	N.	Logic.
E.	Law.	O.	Geography, &c.
F.	English.	P.	History.
G.	Greek.	Q.	Drawing.
H.	Latin.	R.	Algebra and Geometry.
I.	French.	S.	Engineering.
J.	Spanish.	T.	Hygiene.

Present Trustees of the Ward Medals.

ANDREW H. GREEN, Esq.
JAMES M. TUTHILL, Esq.
HUGH G. CROZIER, Esq.
JAMES FAIRMAN, Esq.
CHARLES MCCAY, Esq.
ANDREW V. STOUT, Esq.
HUBBARD G. STONE, Esq.
HORACE WEBSTER, LL.D.

AWARD OF MEDALS AND PRIZES.

AT COMMENCEMENT, JULY, 1860.

The Annual Award of Medals and prizes, at the Commencement of the Free Acanemy, July 17th, 1860, was made upon the terms and conditions heretofore mentioned, and was as follows, viz.:

The Pell Medal.

First Prize, Gold Medal.

To GILBERT MOLLESON ELLIOTT, of the Sophomore Class.

Second Prize, Silver Medal.

To EDWARD F. YOUNG, of the Senior Class.

Third Prize, Silver Medal.

To WILLIAM C. KIMBALL, of the Junior Class.

The Burr Medal.

First Prize, Gold Medal.

To CHARLES L. BALCH, of the Senior Class.

Second Prize, Silver Medal.

To M. EVERETT DWIGHT, of the Senior Class.

The Cromwell Medal

Was not awarded, there being no income from the investment made by Mr. Cromwell.

The Ward Medals.

For Chemistry, ...	to M. Everett Dwight, Senior Class.
" Natural History, . .	" Richard B. Greenwood, Jr., Introd. Class.
" Natural Philosophy, .	" Frederick J. Slade, Junior Class.
" Moral Philosophy, . .	" Charles L. Balch, Senior Class.
" Law, ...	" Henry K. White, Senior Class.
" English, ...	" William H. Sanger, Junior Class.
" Greek, ...	" Frederick Hobart, Senior Class.
" Latin, ...	" Edward F. Young, Senior Class.
" French, ...	" John C. Amory, Freshman Class.
" Spanish, ...	" Thomas Allison, Senior Class.
" German, ...	" Frederick Rawolle, Senior Class.
" Oratory, ...	" Scott R. Sherwood, Senior Class.
" Composition, . . .	" Henry E. Tremain, Senior Class.
" Logic, ...	" Gilbert M. Elliott, Junior Class.
" Astronomy, ...	" Edwin F. Hyde, Junior Class.
" History, ...	" Augustus D. Fitch, Sophomore Class.
" Drawing, ...	" Nathan B. Roberts, Sophomore Class.
" Algebra and Geometry,	" Lucius McAdam, Introductory Class.
" Engineering, ...	" Freeman Hiscox, Senior Class.
" Hygiene, ...	" Adolph L. Sanger, Sophomore Class.

In addition to the students mentioned above, the following received certificates, stating that in the respective departments in which said certificates were given, the recipients were equal in merit with the ones who obtained the medals:

In English.—Samuel M. B. Hopkins, James H. Pullman, William F. West, Nathaniel Young, of the Senior Class.

In Astronomy.—Marinus W. Bancker, Evander Childs, Jr., Gilbert M. Elliott, Samuel M. B. Hopkins, William C. Kimball, James H. Pullman, William H. Sanger, Frederick J. Slade, George W. Thurston, Joseph S. Wood, of the Junior Class.

In History.—John L. Brower, William T. Evans, William H. H. Granbery, Galen C. Spencer, James M. Trippe, of the Sophomore Class.

MONEY PRIZES—1860.

At the close of the Academic year, (July) Augustus H. Ward, Esq., offered the necessary funds to award money prizes on the following conditions, viz.:

Five dollars for each medal; and in addition to the recipient of two medals, ten dollars for the second; to the recipient of three medals, twenty dollars for the third medal; to the recipient of four medals, forty dollars for the fourth, and ten dollars for each additional medal.

A prize of five dollars was awarded to each of the following students, who had received one medal each:

M. Everett Dwight,
Richard B. Greenwood, Jr.,
Frederick J. Slade,
Henry Kirke White,
William H. Sanger,
Frederick Hobart,
Edward F. Young,
John C. Amory,
Thomas Allison,
Frederick Rawolle,
Scott R. Sherwood,
Henry E. Tremain,
Edwin F. Hyde,
Augustus D. Fitch,
Nathan B. Roberts,
Lucius McAdam,
Freeman Hiscox,
Adolph L. Sanger.

And a prize of Twenty Dollars was awarded to the following students, they having received two medals each:

Charles L. Balch,
Gilbert M. Elliott.

PRIZES FOR DECLAMATION—1860.

PROSE.

The Annual "Prize of the President of the Board of Education," for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking.

To Francis Markoe, Jr., of the Senior Class, a copy of Motley's Dutch Republic.

POETRY.

The Annual "Prize to the best Declaimer of a Selected Poem," was awarded by the Committee on Prize Speaking,

To Charles Roberts, Jr., of the Sophomore Class, a copy of Perry's Japan Expedition.

PRIZE FOR TRANSLATION FROM FRENCH.

The Annual Prize for the best translation from the French into English, was awarded,

To Sidney H. Stuart, Jr., of the Sophomore Class, an illustrated copy of Paul et Virginie.

ANNUAL PRIZES FOR PROFICIENCY IN FRENCH.

The Annual Prizes of the "Proprietors of the Courier des Etats-Unis" was awarded,

Freshman Prize.

To Edward Kirke Goodnow.

Introductory Prize.

To Henry Clay Hunt.

PRESENTATIONS, TESTIMONIALS, ETC.—1860.

Prof. DOREMUS presented a copy of Addison's Works to GILBERT L. MORSE, of the Freshman Class, for the best Notes on his Lectures on the *Physiology of Plants.*

Prof. OWEN presented copies of Owen's Homer's Iliad, and Odyssey to GILBERT M. ELLIOTT, of the Junior Class, for proficiency in Classical Studies.

Prof. DOCHARTY presented copies of Docharty's Mathematical Works to OTTO E. MICHAELIS, of the Sophomore Class, for excellence in Mathematical Studies.

HONORS.

The honors at Commencement were as follows:

Valedictory Address.....CHARLES L. BALCH.
Salutatory Address.....HENRY K. WHITE.
Third Honorary Oration.....M. EVERETT DWIGHT.
Fourth " " .....EDWARD F. YOUNG.
Fifth " " ... .GEORGE A. BLACK.
Sixth " " .....FREDERICK RAWOLLE.
Seventh " " .....HENRY LOVERIDGE.
Eighth " " .....FREDERICK HOBART.
Ninth " " .....FREEMAN HISCOX, Jr.

DEGREES CONFERRED—July, 1860.

GRADUATING CLASS.

Bachelor of Arts.

Allison, Thomas,
Balch, Charles Leland,
Black, George Alexander,
Bradley, Edward Augustus,
Buckmaster, John Williams,
Chappel, William,
Chollar, Byron Edgar,
Crocheron, Reuben,
Crosby, Franklin Butler,
Delaney, John,
DePeyster, Frederick James,
DePeyster, Jacob Ashton,
Dwight, Melatiah Everett,
Easton, Robert Thos Brown,
Goodwin, Frederic Jordan,
Grant, Richard Suydam,
Hart, Henry Le Baron,
Hiscox, Freeman,
Hobart, Frederick,
Hyatt, Stephen Burdett,
James, Josiah,
Keith, Charles Clarence Tracy,
Ketcham, Edgar, Jr.,
MacKellar, Thomas,
Markoe, Francis, Jr.,
McCutcheon, Edward,
Meeks, Edwin Bartlett,
Nesbitt, Alexander,
O'Brien, William,
O'Niel, Henry Patrick,
Sherwood, Scott Rathburn,
Thurman, William,
Torrey, Herbert Gray,
Trainor, Eugene Francis,
Tremain, Henry Edwin,
Van Boskerck, Richard Terhune,
Weightman, George, Jr.,
Young, Edward Francis.

Bachelor of Sciences.

Adams, Samuel Gardner,
Connor, Rowland,
Gray, William Cullen Bryant,
Loveridge, Henry,
Rawolle, Frederick,
Smith, William Chardavoyne,
White, Henry Kirke,
Wood, Joseph Lane R.,

ALUMNI.

Master of Arts.

Abbe, Cleveland,
Babcock, Jared Starr,
Bell, William Joseph,
Bloomfield, Smith,
Denman, William Miller,
Fiske, Samuel Nelson,
Jelliffe, Samuel Gould,
Keyser, Robert Blair,
Kitchel, Charles Henry,
Maxwell, Samuel, Jr.
Roberts, John Sinclair.

Master of Sciences.

Brush, Charles Theodore,
Solomon, Nathan,
Van Sicklen, George West,
Werner, Adolph.

ALUMNI OF THE FREE ACADEMY.

BACHELORS.

Class of 1853.

Birdsall, George Woodbridge,
Brant, James Randolph,
Clark, George Lewis,
Compton, Alfred George,
Corwin, Edward Tanjore,
Donahue, John Henry,
Gray, Giles Hubbard,
Grout, Thomas Jefferson,
Hardy, John,
Holt, Charles Lorin,
Hubbell, Charles Wheeler,
Rayner, Benjamin Stewart,
Seligman, Isaac,
Sparrow, George,
Steers, Jacob Rich,
Ward, Elijah,
Wightman, James Stillman.—17.

Class of 1854.

Anderson, Joseph,
Belfour, Edward,
Cruikshank, William,
Denny, John Tappan,
Donahue, James Michael,
Douglass, Eugene,
Duncan, Peter Hopkins,
Forbes, John McLachlan,
Gray, William Neil,
Kimball, Rodney Glentworth,
Little, James Andrew, Jr.,
Moulton, Francis Depau,
Nixon, George,
Post, George Edward,
Velsor, Joseph Alexander,
Walsh, De Witt Ciinton,
Weir, Robert Fulton,
White, Charles Belden,
White, George W.,
Wightman, Edward King.—20.

Class of 1855.

Abel, William Henry,
Adams, William Menzies,
Allendorff, Charles Wesley,
Alvord, Alwin Alonzo,
Babcock, Hamlin,
Baldwin, Simeon, Jr.,
Bayles, Lewis Condict,
Brinkerhoff, Walter,
Church, Elihu Dwight,
Cole, William Madison,
Daly, Charles,
De Camp, William Henry,
Fernandez, Luis,
Gardner, Andrew Jackson,
Grant, James Henderson,
Greenfield, George Jackson,
Hayes, Charles Gregory,
House, Samuel Boardman,
Jessop, Samuel,
Keyser, Robert Blair,
Kimball, Warren Woods,
Lee, Benjamin Franklin, Jr.,
Macfarlane, Hugh, Jr.,
Mason, Francis Asbury,
Mason, James Weir,
Post, Henry Albertson,
Raymond, Russell,
Rowell, Alfred,
Saunders, Thorndyke Freeman,
Searle, Dayton Wyckoff,
Wight, Peter Bonnett,
Wightman, Charles Stephen.—32.

Class of 1856.

Baker, Colgate,
Davis, Henry, Jr.,
Hatfield, Robert Frank,
Howe, John, Jr.,
Jasper, John, Jr.,
Kenyon, John,
Leeds, Frederick Augustus,
McMullen, Arthur,
McMullen, Francis,
Müller, Adrian, Herman, Jr.,
Pinkney, Howard,
Pratt, Charles Henry,
Ranney, Julius Harris,
Rising, Franklin Samuel,
Sherman, Henry,
Sturgis, Russel, Jr.,
Van Buren, James Lyman,
Walker, Aldace Atwood,
Ward, John Edward,
Wheeler, Everett Pepperell.—20.

Class of 1857.

Abbe, Cleveland,
Babcock, Jared Starr,
Banning, Wells Tanner,
Bell, Joseph William,

Bloomfield, Smith,
Brush, Charles Theodore,
Church, James Austin,
Denman, William Miller,
Fanning, David Green,
Fiske, Samuel Nelson,
Hawes, George, Elias,
Jelliffe, Samuel Gould,
Kitchel, Charles Henry,
McMullen, Patrick,
Maxwell, Samuel, Jr.,
Myers, Oscar,
Roberts, John Sinclair,
Solomon, Nathan,
Van Deusen, Sylvester,
Van Siclen, George West,
Werner, Adolph.—21.

Class of 1858.

Banks, William Mellen,
Beneville, Emil Jean,
Blake, Theodore Augustus,
Childs, Frederick Augustus,
Clark, John,
Crowther, Thomas,
Ely, John Andrews,
Godwin, James,
Hallock, William Kingsland,
James, Charles Arthur,
Ketcham, Alexander Phœnix,
Kirkland, William,
Kursheedt, Manuel Augustus,
McKee, Thomas Jefferson,
Moriarty, Henry Edward,
Pettigrew, John Fisher,
Plyer, Charles Whiting,
Pullman, John Wesley,
Sands, Walter Seabury,
Sloan, Henry King,
Sturges, Peter Demarest,
Tomkins, Elliott Dunham,
Utter, George Spencer,
Vehslage, Henry, Jr.,
Whittemore. Samuel.—25.

Class of 1859.

Appleton, John Perrin,
Boarer, James,
Carolin, John Aloysius,
Dresser, Horace Erastus,
Elliott, Richmond Bullock,
Fackler, David Parks,
Fitzpatrick, James Charles,
Gardner, Asa Bird,
Gilley, Franklin William,
Howland, Elijah Alvord,
Hudson, Wilbur Fisk,
Ireland, Oscar Brown,
Knox, James,
Lozier, Abraham Witton,

Mackie, Simon Frazer,
Man, William,
*Martin, Benjamin Ellis,
Merritt, Mortimer Charles,
Quin, William Bernard,
Sanders, Reid,
Seaman, James Alfred,
Sherman, Gardner,
Southworth, Joseph,
Sullivan, Dennis Francis,
Sutton, John Joseph,
Tanzer, Arnold,
Tisdall, Fitzgerald,
Wood, Edward Augustus,
Woodruff, Lockwood De Forest.
Woolf, Solomon Israel.—30.

Class of 1860.

Adams, Samuel Gardner,
Allison, Thomas,
Balch, Charles Leland,
Black, George Alexander,
Bradley, Edward Agustus,
Buckmaster, John William,
Chappell, William,
Chollar, Byron Edgar,
Connor, Rowland,
Crocheron, Reuben,
Crosby, Franklin Butler,
Delaney, John,
De Peyster, Frederick James,
De Peyster, Jacob Ashton,
Dwight, Melatiah Everett,
Easton, Robert Thomas Brown,
Goodwin, Frederick Jordan,
Grant, Richard Suydam,
Gray, William Cullan Bryant,
Hart, Henry Le Baron,
Hiscox, Freeman,
Hobart, Frederick,
Hyatt, Stephen Burdett,
James, Josiah,
Keith, Charles Clarence Tracy,
Ketcham, Edgar, Jr.,
Loveridge, Henry,
Mackellar, Thomas,
Markoe, Francis,
McCutcheon, Edward,
Meeks, Edward Bartlett,
Nesbit, Alexander,
O'Brien, William,
O'Neil, Henry Patrick,
Rawolle, Frederick,
Sherwood, Scott Rathbun,
Smith, William Chardavoyne,
Thurman, William,
Torrey, Herbert Gray,
Trainor, Engene Francis,
Tramain, Henry Edwin,
Van Boskerk, Richard Terhune,
Weightman, George, Jr.
White, Henry Kirke,
Wood, Joseph Lane Richardson,
Young, Edward Francis.—46.

* Having pursued a partial course and received honorable testimonials.

MASTERS.

1856.

Clark, George,
Compton, Alfred George,
Gray, Giles Hubbard,
Grout, Thomas Jefferson,
Hardy, John,
Hubbell, Charles Wheeler,
Rayner, Benjamin Stewart,
Sparrow, George.—8.

1857.

Anderson, Joseph,
Balfour, Edmund,
Corwin, Edward Tanjore,
Douglas, Eugene,
Forbes, John McLachlan,
Kimball, Rodney Glentworth,
Little, James Andrew, Jr.,
Nixon, George,
Post, George Edward,
Ward, Elijah,
Weir, Robert Fulton,
White, Charles,
White, George W.,
Wightman, Edward King.—14.

1858.

Abel, William Henry,
Adams, William Menzies,
Alvord, Alwin Alonzo,
Babcock, Hamlin,
Bayles, Lewis Condict,
Church, Elihu Dwight,
Cole, William Madison,
Daly, Charles,
De Camp, William Henry,
Donahue, Michael James,
Duncan, Peter Hopkins,
Greenfield, George Jackson,
House, Samuel Boardman,
Mason, James Weir,
Post, Henry Albertson,
Raymond, Russell.
Saunders, Thorndyke Freeman.—17.

1859.

Howe, John, Jr.,
Jasper, John, Jr.,
Jessop, Samuel,
McMullen, Arthur,
Pinkney, Howard,
Pratt, Charles Henry,
Ranney, Julius Harris,
Rising, Franklin Samuel,
Searle, Dayton Wyckoff,
Wheeler, Everett Pepperell.—10.

1860.

Abbe, Cleveland,
Babcock, Jared Starr,
Bell, William Joseph,
Bloomfield, Smith,
Brush, Charles Theodore,
Denman, William Miller,
Fiske, Samuel Nelson,
Jelliffe, Samuel Gould,
Keyser, Robert Blair,
Kitchel, Charles Henry,
Maxwell, Samuel, Jr.,
Roberts, John Sinclair.
Solomon, Nathan,
Van Siclen, George West,
Werner, Adolph.—15.

RESIDENT GRADUATES—1859–60.

Dresser, Horace Erastus,	157 West 24d st.
Elliott, Richmond Bullock,	370 Sixth Av.
Gardner, Asa Bird,	237 Lexington Av.
Knox, James,	98 West 20th st.
Mackie, Simon Fraser,	115 Fourth st.
Merritt, Mortimer Charles,	23d st., near Sixth Av.
Seaman, James Alfred.	94 Varick st.
Southworth, Joseph,	276 Third st.
Wood, Edward Augustus,	56 Varick st.
Woodruff, Lockwood De Forest,	368 Fifth Av.

EXAMINATION FOR ADVANCEMENT.

February, 1860.

The examination of students for advancement, first Academic term, (from February 6th to 15th, inclusive,) was conducted in accordance with the rules of the Board of Education, and to which reference has been made, and resulted as follows:

The Senior Class consisted of 46 students, all of whom were advanced.

The Junior Class consisted of 56 students, all of whom were advanced.

The Sophomore class consisted of 58 students, all of whom were advanced.

The Freshman Class consisted of 150 students, all of whom were advanced.

The Introductory Class consisted of 324 students, all of whom were advanced.

July, 1860.

The examination of students for advancement, second Academic term, (from July 2d to July 12th, inclusive,) was conducted in the same manner as the previous examination, and the following is the result, viz:

The Senior Class consisted of 46 students, all of whom were graduated.

The Junior Class consisted of 54 students, of whom 49 were advanced, and 5 not advanced.

The Sophomore Class consisted of 48 students, of whom 41 were advanced, and 7 were not advanced.

The Freshman Class consisted of 123 students, of whom 91 were advanced, and 32 were not advanced.

The Introductory Class consisted of 258 students, of whom 158 were advanced, and 100 were not advanced.

EXAMINATION FOR ADMISSION.

July, 1860.

The examination for admission to the Free Academy commenced July 13th, and ended July 14th, 1860.

Three hundred and twenty-one candidates were presented for examination, from the Grammar Schools of the City, of whom

There were admitted	272
And there were rejected	49
Total	321

Of those admitted at said examination, one hundred and thirty-three (133) chose the study of the Ancient Languages, and one hundred and seventy-one (171) chose the study of the Modern Languages.

SCHEDULE 1. shows the number of students admitted and rejected from each school, at each examination, from the organization of the Academy, in 1849, to date.

SCHEDULE II. shows the number of students examined, admitted, and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. is a list of the names of the students admitted to the Introductory Class, July, 1860; their respective ages; the time in Public Schools; also, the names of their parents or guardians, together with their occupations and residences.

SCHEDULE I.

Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, *to July,* 1860, *inclusive, as the Schools are now numbered and designated.*

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		1856.		1857.		1858.		1859.		1860.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.		July.		July.		July.		July.		July.		July.			
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.
1..	1	1	0	0	3	1	3	2	1	1	2	0	0	0	5	0	0	0	0	0	7	-	7	2	1	1	0	0	1	0	0	0	31	9
2..	3	7	1	4	1	4	2	1	0	0	1	5	2	0	0	6	2	0	2	0	6	0	14	3	4	1	20	1	9	9	1	1	68	42
3..	3	8	3	6	0	0	2	0	1	4	2	0	0	7	2	1	0	0	0	0	7	1	3	0	0	0	0	0	0	0	1	1	24	23
4..	2	0	1	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	4	1	1	2	0	0	1	0	5	0	18	5
5..	3	3	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	7	5
6..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7..	12	3	1	5	1	0	3	0	0	5	2	0	11	3	4	9	9	0	0	0	7	1	8	1	3	1	1	1	5	0	1	0	69	29
8..	7	13	6	3	2	13	6	3	10	9	2	2	1	3	0	1	1	1	2	0	2	0	2	4	0	0	3	0	2	0	1	0	48	52
9..	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	2
10..	2	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3	1	5	0	4	1	0	0	2	2	0	0	0	0	16	10
11..	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	8	2	9	9	26	0	11	1	10	3	81	12
12..	1	0	0	0	0	2	0	1	1	2	3	0	0	4	0	0	0	0	2	0	5	2	0	0	2	2	1	1	4	1	0	1	19	15
13..	2	6	1	0	1	1	0	0	0	0	0	0	0	0	3	4	0	0	0	1	0	0	3	0	0	0	4	3	0	0	0	0	14	15
14..	6	1	3	3	5	4	4	4	3	1	3	2	1	0	1	1	3	0	3	0	11	1	3	6	4	4	13	1	18	2	10	6	91	35
15..	9	3	1	2	2	7	3	0	3	0	0	0	0	1	0	5	1	0	2	0	0	0	5	9	0	0	0	0	4	0	2	0	34	18
16..	1	4	1	3	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2	1	0	0	2	0	0	0	0	0	7	11
17..	0	6	0	1	0	0	0	0	0	0	5	5	11	12	8	5	15	1	0	1	19	2	2	3	6	7	15	0	16	1	10	3	133	50
18..	2	4	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	3	0	7	0	4	1	1	3	2	6	4	4	8	3	33	25
19..	15	10	6	7	1	5	8	2	9	1	6	5	10	2	0	2	7	0	4	2	4	8	1	2	2	1	3	0	13	0	2	0	95	47

20..	17	2	7	7	9	3	2	4	9	2	10	10	6	9	0	0	2	0	5	0	6	0	15	1	3	0	7	0	10	7	6	2	120	**50**
21..	0	11	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	2	0	2	6	0	0	0	0	6	0	4	0	2	3	20	**23**
22..	2	2	0	3	1	1	0	0	1	0	1	2	0	2	0	0	4	0	0	0	0	0	2	0	0	0	1	0	7	1	4	1	23	**12**
23..	4	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	5	5	0	0	0	0	11	**7**
24..	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	3	0	2	4	0	0	8	**8**
25..	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
26..	3	3	1	1	2	2	2	0	1	0	0	1	1	0	2	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	16	**9**
27..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
28..	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	2	4	2	21	**7**
29..	9	3	7	3	2	4	4	3	4	4	7	6	5	5	0	0	0	0	0	0	3	0	0	0	3	0	0	0	13	0	4	1	59	**29**
30..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	**0**
31..	0	0	0	0	3	3	6	2	3	0	2	1	2	0	1	0	4	0	3	0	3	0	11	0	0	1	4	0	2	0	2	0	46	**16**
32..	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	12	0	9	2	29	**5**
33..	1	1	0	1	9	5	0	0	0	0	0	4	2	3	2	4	1	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	11	**18**
34..	8	7	3	3	0	0	0	0	1	2	4	5	1	1	2	6	3	0	5	0	6	0	11	0	4	0	11	0	6	0	3	1	68	**26**
35..	27	0	7	13	11	9	28	3	22	12	40	3	29	6	44	45	47	1	31	5	62	18	65	18	40	5	55	3	44	2	43	4	616	**158**
36..	1	0	3	3	1	0	0	1	0	0	0	0	0	0	0	0	7	1	0	0	0	0	0	0	1	0	2	0	0	0	6	2	14	**6**
37..	0	0	0	0	1	1	1	2	0	3	1	0	0	0	0	0	0	0	0	0	1	0	9	0	2	0	6	1	4	5	3	3	28	**15**
38..	0	4	0	2	3	3	2	2	7	5	8	5	9	5	4	1	5	0	3	1	4	0	7	2	0	0	10	0	7	3	3	1	74	**32**
39..	0	0	0	0	1	5	0	0	0	0	0	2	0	0	2	2	2	0	0	0	5	0	3	0	0	0	5	1	5	0	4	1	27	**8**
40..	0	0	9	0	0	0	4	2	17	0	19	1	15	3	29	6	19	0	28	0	53	1	65	3	71	4	61	1	31	0	47	2	452	**23**
41..											8	5	24	2	12	4	10	0	14	0	23	1	18	0	8	0	17	1	5	0	9	0	148	**13**
42..															0	3	0	0	0	0	6	0	12	0	10	3	3	0	23	7	11	2	65	**15**
43..															0	9	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	**0**
44..															0	0	7	0	9	0	20	0	14	1	15	0	6	1	12	0	17	0	100	**2**
45..															9	6	18	0	27	2	34	0	26	3	23	2	26	1	21	1	21	1	201	**17**
46..	2	2																			0	0	0	0	0	0	0	0	0	0	0	0	2	**2**
47..																							0	0	0	0	0	0	0	0	0	0	0	**0**
48.																							1	1	6	1	10	1	8	0	13	0	38	**3**
49..																							10	2	7	2	8	3	11	0	9	3	45	**10**
50..																															0	0	0	**0**
51..																															0	0	0	**0**
52..																															2	0	0	**A**
	148	129	58	78	52	74	81	38	105	53	130	65	130	69	131	126	160	4	173	14	323	42	375	58	229	34	347	32	325	51	272	49		

RECAPITULATION.

Dates.	Admitted.	Rejected.	Total.
February, 1849,.....	143	129	272
July, "	58	78	136
February, 1850,.....	52	74	126
July, "	81	38	119
January, 1851,.....	105	53	158
July, "	130	65	195
January, 1852,.....	130	69	199
July, "	131	126	257
July, 1853,.....	160	4	164
July, 1854,.....	173	14	187
July, 1855,.....	323	42	365
July, 1856,.....	375	58	433
July, 1857,.....	229	34	263
July, 1858,.....	347	32	379
July. 1859,.....	325	51	376
July, 1860,.....	272	49	321
Total,.....	3,034	916	3.950

SCHEDULE II.

Showing the Number of Applicants for Admission to the Free Academy who were Examined, Rejected, and Admitted; the Number of Students who chose the Ancient and Modern Languages; and also the Average Age of the Students admitted, and the average time spent in the Ward Schools, for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average Time of Attendance in Public Schools.		
						Y.	M.	D.	Y.	M.	D.
February, 1849,....	272	129	143	96	47	13	10	4	3	2	15
July, "	136	78	58	50	8	14	3	5	3	3	0
February, 1850,....	126	74	52	37	15	14	0	0	2	10	0
July, "	119	38	81	60	21	14	0	18	2	10	3
January, 1851,....	158	53	105	78	27	13	0	6	2	4	16
July, "	195	65	130	101	29	14	0	6	2	7	7
January, 1852,....	199	69	130	96	34	13	11	15	2	4	6
July, "	257	126	131	80	51	13	10	0	2	3	11
July, 1853,....	164	4	160	110	50	14	3	8	3	4	27
July, 1854,....	187	14	173	123	50	13	7	12	3	2	25
July, 1855,....	365	42	323	200	123	14	3	10	3	3	29
July, 1856,....	433	58	375	197	178	14	4	28	3	6	4
July, 1857,....	263	34	229	144	85	15	0	21	2	0	6
July, 1858,....	379	32	347	187	161	14	7	9	3	2	5
July, 1859,....	376	51	325	154	171	15	4	15	3	4	27
July, 1860,....	321	49	272	139	133	15	1	8	2	11	29
Total,.....	3,950	916	3.034	1,852	1,183	14	2	23	2	11	29

SCHEDULE III.

Containing a list of the Names of Students admitted to the Introductory Class, July, 1860; their respective ages, the time in Public Schools, the Names and Occupation of their Parents or Guardians, with their Residences.

Number.	Examination Number.	PUPILS.					PARENTS AND GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.	NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y. M.			
1	15	Adams, Samuel	15	10	11	3 4	John Adams,	Foreman,	160 East 25th street.
2	29	Aiton, John	14	1½	17	3 10	Thomas Aiton,	Malster,	520 9th Avenue.
3	26	Algeo, Alexander	14	9½	17	3 7	James Algeo,	Grocer,	581 8th Avenue.
4	219	Allee, Daniel	15	5	42	2 10	Joseph B. Allee,	Agent,	53 Walker street.
5	288	Allen, Nehemiah H.	14	00	45	1 10	William Allen,	Lawyer,	154 West 48th street.
6	208	Anderson, Robert Seney	15	8	40	1 9	Cornelius V. Anderson,	Broker,	319 Lexington avenue.
7	275	Armitage, Thomas R.	15	8	34	3 4½	Thomas Armitage,	Clergyman,	136 Madison street.
8	121	Auld, James	14	1	29	5 11	Samuel Auld,	Gas Fitter,	22 West street.
9	274	Baker, George Haswell	15	3	34	1 0½	Samuel Baker,	Clergyman,	233 Henry street.
10	289	Barhydt, Parish Hackley	15	8	45	1 4	William Barhydt,	R. R. Secretary,	157 West 38th street.
11	10	Barter, Benjamin George	14	9	11	3 8½	Benjamin Barter,	Bootmaker,	158 West 20th street.
12	203	Bartlett, Wash. Sewell	16	2	40	1 4	Washington A. Bartlett,	Sea Captain,	163 Bleeker street.
13	242	Basinsky, Morris	15	7	44	1 10	Abraham Basinsky,	Merchant,	116 St. Mark's place.
14	56	Bear, Samuel Levy	14	3	22	4 8	Isaac Bear,	Tailor,	105 Avenue D.
15	176	Belknap, Charles	14	1	40	1 5	Augustus Belknap,	Hardware,	136 West 43d street.
16	321	Bell, Albert George	13	11	37	5 0	George Bell,	Painter,	90th st., bet. 37th st. & 4th A.
17	153	Bell, Charles	15	1	38	1 0	Agripa Bell,	Physician,	253 4th Avenue.
18	141	Blair, Jr., Wm. Thomas	16	6½	14	5 10	William T. Blair,	Butcher,	442 2d Avenue.
19	80	Blakeman, Leander V.	14	4	35	2 11½	William Blakeman,	Doctor,	113 10th street.

Number.	Examination Number.	PUPILS.					PARENTS AND GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y. M.				
20	77	Blondel, Theodore	14	7	35	3 15		William Blondel,	Music Teacher,	146 Macdougal street.
21	99	Breath, John Anthony	14	9	35	1 0		Mrs. Adeline Breath,	None,	134 West 14th street.
22	36	Brill, Maximillian	14	0	18	1 3		Julius Brill,	Photographist,	82d street bet. 2d and 3d av.
23	165	Bronson, Robert Donalson	15	9	40	1 0		Oliver Bronson,	Physician,	48 East 14th street.
24	218	Brown, Ansell Byron	15	5	41	1 7		Joseph Brown,	Carriage Maker,	37 Barrow street.
25	292	Brown, Charles Edward	15	9	45	4 10		Nathan Brown,	Paper Hanger,	157 West 34th street.
26	227	Brown, Joseph	16	3	42	1 0		John Brown,	Naturalization Clerk,	331 Cherry street.
27	123	Brown, Samuel	14	2	36	3 10		Samuel Brown,	Gas Fitter,	24 East 12th street.
28	253	Brown, Stephen Edward	14	9	48	4 0		Patrick Brown,	Lard Dealer,	278 West 32d street.
29	260	Burns, John	15	1	49	4 4		John Burns,	Brick Merchant,	179 East 33d street.
30	79	Cargill, Andrew Hays	16	8	35	1 6		Henry A. Cargill,	Post Collector,	21 West 42d street.
31	127	Cargill, William	14	11	36	4 6		Thomas Cargill,	Porter,	332 East 9th street.
32	164	Carpenter, Leonard Jas.	15	5	40	4 0		Charles L. Carpenter,	Undertaker,	181 9th street.
33	162	Caswell, Edward Alepes	15	10	40	3 2		Nathan Caswell,	Metal Broker,	68 Irving place.
34	117	Chalmers, Jas. Moncur	16	0	35	1 7		William Chalmers,	Plumber,	46 West 27th street.
35	248	Chambers, Frederick	15	5	48	4 0		Talbot W. Chambers,	Clergyman,	70 West 36th street.
36	150	Chivis, William Gray	14	10	38	1 0		Peter Chivis,	Butcher,	146 Mulberry street.
37	55	Church, John	19	4	22	1 10		Edward Church,	Police,	381 East 9th street.
38	38	Clare, Michael	14	6	18	2 9		John Clare,	Watchman,	4th avenue and 39th street.
39	161	Clark, John Nuns	14	10	40	5 3		William Clark,	Pianoforte,	96 East 26th street.
40	278	Class, William Henry	14	0	28	5 0		William Class,	Cider Dealer,	153 West 43d street.
41	130	Clay, Henry	14	3	37	2 0		John Clay,	Builder,	89th street.
42	311	Clinch, Edward Sears	13	10	4	5 0		Frederick Clinch,	Butcher,	87 3d street.
43	266	Cloonan, Patrick	15	6	49	4 10		John Cloonan,	Laborer,	161 East 36th street.
44	263	Coburn, James Edward	14	3	48	2 0		Robert H. Coburn,	Builder,	47 West 46th street.
45	151	Coleman, Obed Mitchell	15	10	39	2 9		Ezra Coleman,	Quartz Mill Maker,	129th st., bet. 5th and 6th A.

46	214	Conover, Gustavus W.	14	1	41	5	2	Jacob A. Conover,	Wood Merchant,	735 Washington street.
47	304	Cragin, William Dwight	16	7	34	1	0	Aaron Cragin,	Japanner,	372 4th street.
48	94	Cromelien, David	15	2	32	1	10	Rowland Cromelien	Merchant,	280 West 34th street.
49	110	Crosby, John Player,	14	10	35	4	10	John P. Crosby, Jr.	Lawyer,	31 West 17th street.
50	51	Crossman, Geo. Wash.	15	0	20	6	6	James W. Crossman,	Broker,	112 Attorney street.
51	84	Cook, Walter	14	2	35	5	0	Catharine Cook,	None,	92 West 10th street.
52	69	Dakin, Edward Breck	15	6	35	3	10	Cyrus P. Dakin,	Writer,	35 Washington street.
53	9	De Baun, Charles Irving	14	7	11	5	3	Cornelius B. De Baun,	Mason,	302 West 18th street.
54	251	Dederer, Charles Henry	16	1	48	1	¼	Harvey Dederer,	None,	143 West 36th street.
55	276	Delany, Jeremiah Francis	14	2	34	3	6	Martin Delany,	None,	30 Lewis street.
56	285	Demarst, James Henry	16	6	45	1	3	Catharine Van Horne,	None,	83 West 32d street.
57	317	Dennett, Jesse	13	9	45	5	0	George M. Dennett,	Sergant Police,	173 West 39th street.
58	168	Denniston, Alex. Flem'ing	14	6	40	7	0	John A. Denniston,	Piano Forte,	100 East 27th street.
59	313	Denvir, Thomas Jefferson	14	9	49	2	10	Marsh Denvir,	Shoemaker,	447 4th avenue.
60	255	Deyo, Jonathan T.	14	6	48	1	6	Matthew F. Deyo,	Baker,	179 West 27th street.
61	6	Dixon, Jno. Jas. Stanley	14	6	4	1	11	George S. Dixon,	Mason,	326 Henry street.
62	205	Dobbins, John	15	3	40	1	10	Patrick Dobbins,	Butcher,	563 1st avenue.
63	174	Dodge, Frederick Nivens	15	8	40	3	10	David S. Dodge,	Physician,	143 East 18th street.
64	57	Donahue, Henry Walford	15	11	22	2	1	James Donahue,	Ship Chandler,	480 East Houston street.
65	257	Doran, Thomas Lorenzo	15	1	48	2	6	Philip Doran,	None,	281 5th avenue.
66	228	Drach, William	14	7	42	4	8	John G. Drach,	Cigar Dealer,	42 Orchard street.
67	238	Dykes, Andrew Findley	16	6	44	3	2	Francis Dykes,	Grocer,	279 Houston street·
68	169	Dugan, William Matthias	15	7	40	5	0	William Dugan,	Engineer,	393 East 10th street.
69	134	Duncan, Lorenzo	14	11	14	1	10	Mrs. A. Duncan,	None,	153 East 24th street.
70	39	Egan, Thomas Francis	15	1	18	2	7	John Egan,	Custom-House,	610 Third avenue.
71	222	Easton, John Zachius	14	3	41	1	8	Mrs. Eliza Easton,	None,	648 Hudson street.
72	28	Eccles, George Addison	14	8	17	4	4	John H. Eccles,	Importer,	33 Boorman Pl., (W. 33d st.)
73	284	Evans, George Jr.	17	3	45	3	4	George S. Evans,	Sadler,	323 Eighth avenue.
74	142	Eyre, Charles Edward	14	2	44	1	10	Emma E. Eyre,	Kid Glove Cleaner,	441 Second avenue.
75	50	Fabri, Francis Boardman	15	5	20	6	2	Louisa Fabri,	None,	120 Essex street.
76	44	Farley, Cornelius Joseph	15	3	18	1	10	Terrence Farley,	Alderman,	35 East 54th street.
77	103	Ferres, John Gills	16	2	35	4	2	John Ferres,	Livery Stable,	32 10th street.
78	5	Field, J. Reynolds Marsh	14	6	4	2	9	Rodman E. Field,	Salesman,	216 Delancy street.
79	319	Flitner, William Hubert	18	2	52	5		Wm. L. Flitner,	Sea Captain,	Tubby Hook.
80	46	Forrester, Robert Field	15	9	20	8	4	Charles Forrester,	Post-Office,	30 Sheriff street.

Number.	Examination Number.	PUPILS.						PARENTS OR GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y.	M.			
81	309	Fradenburg, Geo. Theo.	15	10	35	2	11	George D. Fradenburg,	Custom House,	20 Worth street.
82	234	Frary, Noyes Spencer,	15	5	44	1	1	Dwight Frary,	Carpenter,	31 Troy street,
83	245	Friedlander, Leonard	15	0	44	1	1	Adolphus Friedlander,	Book-keeper,	47 Barclay street,
84	194	Fry, Franklin Camp	15	2	40	2	10	Asa W. Fry,	Builder,	91 East 8th street.
85	232	Fuller, Charles Wesley	17	2	44	6	½	Jesse Fuller,	Carman,	6 Watt street.
86	106	Gaffey, Edward	14	6	35	1	½	Margaret Gaffey,	Milliner,	249 Sixth avenue.
87	204	Getty, William James	14	7	40	1	10	William J. Getty,	Gas Fitter,	199 East 21st street.
88	294	Gimbernat, Eraclius	15	8	45	5	0	Florentino Gimbernat,	Commissoin Merchant,	27 West 22d street.
89	318	Goldstein, Marks	13	10	20	5	7	Lazarus Goldstein,	Dry Goods Merchant,	102 7th street.
90	113	Goodhein, Maurice	14	½	35	2	½	Michael Goodhein,	Shirt Dealer,	71 Hammond street.
91	65	Goodwin, Bernard M.	15	7	28	1	1	Rosanna Goodwin,	None,	224 West 50th street.
92	115	Grant, Charles Augustus	14	10	35	7	½	Alexander Grant,	Iron Railing,	161 West 17th street.
93	155	Green, Albert Terry	15	1	39	2	2	Absalom Green,	Lumber Merchant,	122d street cor. Second ave.
94	233	Greenwood, William	14	8	44	5	8	Richard B. Greenwood,	Grocer,	31 Irving Place.
95	182	Griffin, Robert, Jr.	15	6	40	1	5	Robert Griffin,	Tailor,	48 East 23d street.
96	192	Groesbeck, Edward Leo	14	4	40	2	0	Aug. V. S. Groesbeck,	Oil Manufacturer,	62 East 28th street.
97	181	Guion, Edward M., Jr.	14	6	40	4	2	Edward M. Guion,	Druggist,	193 East 14th street.
98	119	Haley, Jeremiah John	15	3	29	4	0	Jeremiah Haley,	Policeman,	8 Depuyster street.
99	202	Hall, Albert Barnes	16	7	40	1	5	Charles B. Hall,	Real Estate Broker,	30 West 39th street.
100	135	Hall, Ralph Emerson	15	8	14	1	6	Edward Hall,	Physician,	336 Fourth avenue.
101	64	Halstead, Frederick	15	1	35	2	5	Daniel B. Halstead,	Cashier,	23 Ninth street.
102	271	Hartson, Geo. Gobieski	16	1	49	1	0	George B. Hartson,	Sugar Refiner,	5 West 37th street.
103	34	Hasson, Patrick	15	8	17	2	6	Henry Hasson,	Contractor,	310 West 44th street.
104	252	Hatch, Harvey Weed	15	5	48	3	0	M. C. Hatch,	Dry Goods,	63 West 24th street.
105	191	Hawes, John Bromham	16	3	40	1	10	George E. Haws,	Dentist,	21 Bond street.

106	314	Heisser, William Henry	13	10	32			Jacob Heisser,	Hardware,	481 Eighth avenue.
107	259	Heitman, Albert	14	1	49	4	10	H. Heitman,	Saloon Keeper,	303 Lexington avenue.
108	188	Hennion, Andrew J.	18	9	40	1	10	Andrew J. Hennion,	Joiner,	246 5th street.
109	261	Hepburn, Niel Jamieson	14	3	48	4	0	David Hepburn,	Carpenter,	205 West 36th street.
110	302	Hernandez, Chas. Fabian	14	6	45	2	2	Charles Hernandez,	Commission Merchant,	335 West 15th street.
111	140	Hernon, Joseph A. Thos	15	1	14	1	10	Thomas Hernon,	Butcher,	165 East 27th street.
112	74	Hewitt, Frank T.	14	9	35	4	2	Rachel A. Hewitt,	None,	82 Bleeker street.
113	20	Hirsch, Joseph	14	4	15	1	3	Samuel Hirsch,	Merchant,	27 Norfolk street.
114	193	Hobart, Henry Lee	15	2	40	2	9	James T. Hobart,	Commission Merchant,	180 East 15th street.
115	187	Hodgeman, George F.	15	9	40	4	10	Daniel Hodgman,	India Rubber Merch't,	39 East 20th street.
116	305	Hogan, Edward Peter	14	7	36	4	9	Patrick Hogan,	U. S. Weigher,	256 East 14th street.
117	250	Holland, Thomas	15	0	8	1	8	Mary Holland,	Seamstress,	294 9th street.
118	258	Howell, Henry C.	14	1	48	4	0	George R. Howell,	Plumber,	95 West 22d street.
119	183	Howland, Edward A.	14	4	40	2	8	James Howland,	None,	402 Hudson street.
120	177	Hubbs, Courtes Taylor	15	1	40	1	3	George Hubbs,	Carpenter,	178 First avenue.
121	237	Hunt, John Sanford	14	6	44	1	10	John H. Hunt,	None,	24 Macdougal street.
122	124	Hunter, John	16	0	36	2	1	M. A. Hunter,	None,	398 8th street.
123	42	Ives, Michael	15	6	18	2	2	Elizabeth Ives,	Grocer,	109 East 41st street.
124	67	Jacobs, Alfred Uriah	14	5	35	4	14	Mrs. Jacobs,	None,	133 West 21st street.
125	93	Jaques, Geo. Washington	14	5	32	5	3	Davld Jaques,	Butcher,	402 Ninth avenue.
126	199	Jenks, Francis Mankin	14	4	40	1	2	Francis H. Jenks,	Merchant,	22 East 14th street.
127	112	Johnson Albert A.	15	3	35	1	½	John Johnson,	Shoemaker,	161 West 11th street.
128	282	Johnson, William Wiley	15	1	11	2	1	Margaret Johnson,	None,	189 Eighth avenue.
129	157	Jones, Abraham Sleight	14	10	39	2	8	Abraham Jones,	Broker,	Second avenue, 127th street.
130	19	Kalish, Julius	14	7	7	1	10	Joseph Kalish,	Merchant,	248 Grand street.
131	180	Kane, Cornelius Van S.	14	8	40	4	2	Theodore Kane,	Custom House Clerk,	28 St. Marks Place.
132	262	Keeler, Jeremiah	14	9	49	4	8	William Keeler,	Mason,	572 Second avenue.
133	247	Kellogg, Henry Worrall	14	4	44	6	3	J. M. Kellogg,	Hatter,	381 Canal street.
134	246	Kennedy, Archibald D.	16	0	44	1	0	James Kennedy,	Physician,	186 Duane street.
135	4	Kerrigan, James Michael	15	1	2	4	4	Maurice S. Kerrigan,	Leather Dealer,	85 Henry street.
136	86	King, Henry Lucretius	19	4	32	1	6	Amasa W. King,	Physician,	225 West 35th street.
137	76	Klenen, Martin	14	2	35	1	½	Henry Klenen,	Grocer,	34 Jones street.
138	173	Knapp, John Augustus	15	6	40	5	2	James C. Knapp,	Grocer,	58 Irving place.
139		Knowlton, Hy. Danford								
140	295	Krieg, George	14	3	45	3	10	George Krieg,	Framer,	333 6th Avenue.
141	224	Lay, Oliver Ingraham	15	8	42	5	9	George E. Lay,	Bank Clerk,	6 Allen street.

Number.	Examination Number.	PUPILS. NAMES.	Age. Y.	Age. M.	School No.	Time in Public Schools. Y.	Time in Public Schools. M.	PARENTS OR GUARDIANS. NAMES.	OCCUPATION.	RESIDENCES.
142	239	Levy, Arthur	15	6	44	3	8	Joseph Levy,	Merchant Tailor,	25 City Hall place.
143	82	Levy, Benjamin	15	1	35	2	4	Mark Levy,	Banker,	28 West 22d street.
144	111	Levy, Henry Charles	14	2	35	4	5¼	Charles Levy,	Liquor Dealer,	192 Bleecker street.
145	315	Lissenden, Stephen, Jr.,	16	5	11	4	3	Stephen Lissenden,	Engineer,	136 9th Avenue.
146	293	Livingston, Wm. Bickford	14	11	45	1	10	William H. Livingston,	Hardware Merchant,	199 East 10th street.
147	71	Love, Edward John	14	4	35	1	0⅛	Thomas Love,	Manufacturer,	586 Broome street.
148	114	Love, James Pond	16	0	35	1	0	Thomas Love,	Manufacturer,	586 Broome street.
149	244	Lovejoy, Josiah Tubner	14	2	44	4	8	John Lovejoy,	Dentist,	10 West 11th street.
150	175	Lyman, Wm. Thornton	15	3	40	4	2	Aziel S. Lyman,	Inventor,	212 2d Avenue.
151	166	Marbury, Gilbert Jackson	15	0	40	3	10	Francis F. Marbury,	Lawyer,	76 Irving place.
152	25	Marsh, Albert	14	9	17	3	7	William Marsh,	Inspector of Sewers,	694 Eighth avenue.
153	167	Martin, Wm. Hamilton	14	7	40	3	2	William C. Martin,	Grocer,	81st street, near 2d Ave.
154	215	Marvin, Willes Burdett	15	8	41	2	11	W. K. Martin,	Salesman,	76 St. Mark's place.
155	30	Masvidal, José G. A.	16	8	17	1	0	George Masvidal,	None,	17 Stuyvesant street.
156	18	Mathews, Joseph	14	7	11	1	11	Ann Mathews,	Nurse,	397 Fourth avenue.
157	229	Maxwell, William Allen	15	8	42	6	0	William A. Maxwell,	Clothier,	110 Chatham street.
158	60	McAdam, Randolph	16	10	28	3	5	James C. McAdam,	Lawyer,	162 West 40th street.
159	312	McAneny, Geo. Francis	15	3	4	3	2	Edward McAneny,	Butcher,	263 Delancey street.
160	118	McCabe, Thomas Francis	14	6	29	5	0	John McCabe,	Porter,	9 Beaver street.
161	143	McCahill, Patrick Henry	16	2	14	3	9	John McCahill,	Lawyer,	500 2d Avenue.
162	171	McClelland, Jas. Burdge	18	0	40	4	2	Thomas McClelland,	Stage Proprietor,	322 2d Avenue.
163	217	McCollum, Arthur	15	3	42	5	9	John McCollum,	Machinist,	117 Hester street.
164	243	McGrath, Edward	14	4	44	5	10	Edward McGrath,	Grocer,	125 East 43d street.
165	201	McMartin, Malcom	14	0	40	2	10	Peter McMartin,		168 5th Avenue.

166	107	Meeks, Fer. Magellan	15	0	35	5	0	E. H. Meeks,	Grocer,	240 4th Avenue.
167	270	Mellis, Ernest	14	6	49	1	9	D. M. Mellis,	Note Broker,	63 West 38th street.
168	307	Miles, Edward Dana	15	11	35	0	10	Charles S. Miles,	Dentist's Materials,	56 West 11th street.
169	58	Miller, William H.	15	5	22	3	8	John Miller,	Ship Caulker,	23 Avenue D.
170	95	Milvaney, James	15	0	32	6	3	J. W. Milvaney,	Turner,	325 West 29th street.
171	195	Monroe, Robert Dayton	15	6	35	3	1	W. T. Monroe,	Merchant,	419 6th Avenue.
172	17	Moore, William	15	4	11	2	8	Henry Moore,	Furniture,	1 St. Luke's Place.
173	31	Moran, John	19	0	17	2	1	William Moran,	Carpenter,	261 West 42d street.
174	231	Morris, Herman	15	10	44	5	2	S. P. Morris,	Marble Works,	30 Mercer street.
175	300	Mortimer, William	14	10	45	5	8	D. M. H. Mortimer,	Painter,	190 West 21st street.
176	87	Murphy, Dan'l Augustus	17	2	31	5	4	Mary Murphy,	None,	360 Cherry street.
177	116	Murray, Wm. Maillard	14	2	35	0	9	George Murray,		32 East 13th street.
178	126	Nally, Andrew	14	9	36	2	6	Christopher Nally,	Mason,	281 East 12th street.
179	105	Neilson, Wm. Staats, Jr.,	15	7	35	5	0	W. S. Neilson,	Book-keeper,	331 West 16th street.
180	101	Nelson, Lyle	14	7	35	2	10	S. C. Nelson,	Ship Chandler,	178 East 14th street.
181	24	Newell, John Stark	14	3	17	4	1	Charles S. Newell,	Lawyer,	173 West 48th street.
182	125	Noonan, Edward, Jr.,	14	6	36	2	6	Edward Noonan,	Waiter,	103 East 11th street.
183	286	Nixon, Kirby	15	8	45	2	10	John M. Nixon,	Merchant,	78 East 14th street.
184	45	Oakley, James Frank	14	1	20	3	0	J. F. Oakley,	Hatter,	10 Delancey street.
185	85	O'Brien, Michael John	14	10	31	7	9	John O'Brien,	Junks,	366 Cherry street.
186	172	O'Connor, Eugene	14	2	40	1	10	F. B. O'Connor,	Paper Merchant,	64 East 16th street.
187	163	Oppenheim, Ansel	14	8	40	3	2	Isaac Oppenheim,	Shirt Maker,	244 3d Avenue.
188	88	Owen, Charles Edgar	16	3	32	1	0	Daniel Owen,	Clothier,	148 East 23d street.
189	179	Park, Henry	15	8	40	3	6	Archibald Park,	None,	172½ Bowery.
190	73	Park, Noel Robertson	15	2	35	1	11	Rufus Park,	Grocer,	45 9th street.
191	170	Parsons, John Hall	14	10	40	2	2	William Parsons,	Dry Goods,	61 East 26th street.
192	249	Patterson, And. Stuart	15	1	48	2	6	John S. Patterson,	Lawyer,	40 West 35th street.
193	269	Peck, George	15	3	49	4	2	Henry Peck,	Stone Mason,	203 East 35th street.
194	210	Penfield, John Benjamin	16	10	40	1	0	Charlotte W. Penfield,	None,	241 East Broadway.
195	49	Perryman, Geo. Henry	15	5	20	3	0	George N. Perryman,	Flowers,	49 Delancy street.
196		Phelan, Thomas Edward	15	5	20	3	0	George H. Phelan,		
197	216	Pomeroy, Hamilton	15	9	41	4	3	Parish R. Pomeroy,	U. S. Measurer,	15 West 32d street.
198	159	Porter, Gerald Lee	14	10	40	1	2	James M. Porter,	Lawyer,	197 East 19th street.

SCHEDULE I.

Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, *to July,* 1860, *inclusive, as the Schools are now numbered and designated.*

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		1856.		1857.		1858.		1859.		1860.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.		July.		July.		July.		July.		July.		July.			
	A.	R	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.
1..	1	1	0	0	3	1	3	2	1	1	2	0	0	0	5	0	0	0	0	0	7	1	7	2	1	1	0	0	1	0	0	0	31	9
2..	3	7	1	4	1	4	2	1	0	0	1	5	2	0	0	6	2	0	2	0	6	0	14	3	4	1	20	1	9	9	1	1	68	42
3..	3	8	3	6	0	0	2	0	1	4	2	0	0	7	2	1	0	0	0	0	7	1	3	0	0	0	0	0	0	0	1	1	24	23
4..	2	0	1	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	0	1	0	4	1	1	2	0	0	1	0	5	0	18	5
5..	3	3	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	7	5
6..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7..	12	3	1	5	1	0	3	0	0	5	2	0	11	3	4	9	9	0	0	0	7	1	8	1	3	1	1	1	5	0	1	0	69	29
8..	7	13	6	3	2	13	6	3	10	9	2	2	1	3	0	1	1	1	2	0	2	0	2	4	0	0	3	0	2	0	1	0	48	52
9..	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	2
10..	2	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3	1	5	0	4	1	0	0	2	2	0	0	0	0	16	10
11..	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	18	2	9	9	26	0	11	1	10	3	81	12
12..	1	0	0	0	0	2	0	1	1	2	3	0	0	4	0	0	0	0	2	0	5	2	0	0	2	2	1	1	4	1	0	1	19	15
13..	2	6	1	0	1	1	0	0	0	0	0	0	0	0	3	4	0	0	0	1	0	0	3	0	0	0	4	3	0	0	0	0	14	15
14..	6	1	3	3	5	4	4	4	3	1	3	2	1	0	1	1	3	0	3	0	11	1	3	6	4	4	13	1	18	2	10	6	91	35
15..	9	3	1	2	2	7	3	0	3	0	0	0	0	1	0	5	1	0	2	0	0	0	5	9	0	0	0	0	4	0	2	0	34	18
16..	1	4	1	3	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2	1	0	0	2	0	0	0	0	0	7	11
17..	0	6	0	1	0	0	0	0	0	0	5	5	11	12	8	15	15	1	0	1	19	2	12	3	6	7	15	0	16	1	10	3	133	50
18..	2	4	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	3	0	7	0	4	1	1	3	2	6	4	4	8	3	33	25
19..	15	10	6	7	1	5	8	2	9	1	6	5	10	2	0	2	7	0	4	2	4	8	11	2	2	1	3	0	13	0	2	0	95	47

20..	17	2	7	7	9	3	2	4	9	2	10	10	6	9	0	0	2	0	5	0	6	0	15	1	3	0	7	0	10	7	6	2	120	**50**
21..	0	11	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	2	0	2	6	0	0	0	0	6	0	4	0	2	3	20	**23**
22..	2	2	0	3	1	1	0	0	1	0	1	2	0	2	0	0	4	0	0	0	0	0	2	0	0	0	1	0	7	1	4	1	23	**12**
23..	4	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	5	5	0	0	0	0	11	**7**
24..	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	3	0	2	4	0	0	8	**8**
25..	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
26..	3	3	1	1	2	2	2	0	1	0	0	1	1	0	2	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	16	**9**
27..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
28..	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	2	4	2	21	**7**
29..	9	3	7	3	2	4	4	3	4	4	7	6	5	5	0	0	0	0	0	0	3	0	0	0	3	0	0	0	13	0	4	1	59	**29**
30..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	**0**
31..	0	0	0	0	3	3	6	2	3	0	2	1	2	0	1	0	4	0	3	0	3	0	11	0	0	1	4	0	2	0	2	0	46	**16**
32..	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	12	0	9	2	29	**5**
33..	1	1	0	1	9	5	0	0	0	0	0	4	2	3	2	4	1	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	11	**18**
34..	8	7	3	3	0	0	0	0	1	2	4	5	1	1	2	6	3	0	5	0	6	0	11	0	4	0	11	0	6	0	3	1	68	**26**
35..	27	0	7	13	11	9	28	3	22	12	40	3	29	6	44	45	47	1	31	5	62	18	65	18	40	5	55	3	44	2	43	4	616	**158**
36..	1	0	3	3	1	0	0	1	0	0	0	0	0	0	0	0	7	1	0	0	0	0	0	0	1	0	2	0	0	0	6	2	14	**6**
37..	0	0	0	0	1	1	1	2	0	3	1	0	0	0	0	0	0	0	0	0	1	0	9	0	2	0	6	1	4	5	3	3	28	**15**
38..	0	4	0	2	3	3	2	2	7	5	8	5	9	5	4	1	5	0	3	1	4	0	7	2	0	0	10	0	7	3	3	1	74	**32**
39..	0	0	0	0	1	5	0	0	0	0	0	2	0	0	2	2	2	0	0	0	5	0	3	0	0	0	5	1	5	0	4	1	27	**8**
40..	0	0	9	0	0	0	4	2	17	0	19	1	15	3	29	6	19	0	28	0	53	1	65	3	71	4	61	1	31	0	47	2	452	**23**
41..											8	5	24	2	12	4	10	0	14	0	23	1	18	0	8	0	17	1	5	0	9	0	148	**13**
42..															0	3	0	0	0	0	6	0	12	0	10	3	3	0	23	7	11	2	65	**15**
43..															0	9	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	**0**
44..															0	0	7	0	9	0	20	0	14	1	15	0	6	1	12	0	17	0	100	**2**
45..															9	6	18	0	27	2	34	0	26	3	23	2	26	1	21	1	21	1	201	**17**
46..	2	2																			0	0	0	0	0	0	0	0	0	0	0	0	2	**2**
47..																							0	0	0	0	0	0	0	0	0	0	0	**0**
48..																							1	1	6	1	10	1	8	0	13	0	38	**3**
49..																							10	2	7	2	8	3	11	0	9	3	45	**10**
50..																															0	0	0	**0**
51..																															0	0	0	**0**
52..																															2	0	0	**A**
	148	129	58	78	52	74	81	38	105	53	130	65	130	69	131	126	160	4	173	14	323	42	375	58	229	34	347	32	325	51	272	49		

RECAPITULATION.

Dates.	Admitted.	Rejected.	Total.
February, 1849,.....	143	129	272
July, "	58	78	136
February, 1850,.....	52	74	126
July, "	81	38	119
January, 1851,.....	105	53	158
July, "	130	65	195
January, 1852,.....	130	69	199
July, "	131	126	257
July, 1853,.....	160	4	164
July, 1854,.....	173	14	187
July, 1855,.....	323	42	365
July, 1856,.....	375	58	433
July, 1857,.....	229	34	263
July, 1858,.....	347	32	379
July. 1859,.....	325	51	376
July, 1860,.....	272	49	321
Total,.....	3,034	916	3.950

SCHEDULE II.

Showing the Number of Applicants for Admission to the Free Academy who were Examined, Rejected, and Admitted; the Number of Students who chose the Ancient and Modern Languages; and also the Average Age of the Students admitted, and the average time spent in the Ward Schools, for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average Time of Attendance in Public Schools.		
						Y.	M.	D.	Y.	M.	D.
February, 1849,....	272	129	143	96	47	13	10	4	3	2	15
July, "	136	78	58	50	8	14	3	5	3	3	0
February, 1850,....	126	74	52	37	15	14	0	0	2	10	0
July, "	119	38	81	60	21	14	0	18	2	10	3
January, 1851,....	158	53	105	78	27	13	0	6	2	4	16
July, "	195	65	130	101	29	14	0	6	2	7	7
January, 1852,....	199	69	130	96	34	13	11	15	2	4	6
July, "	257	126	131	80	51	13	10	0	2	3	11
July, 1853,....	164	4	160	110	50	14	3	8	3	4	27
July, 1854,....	187	14	173	123	50	13	7	12	3	2	25
July, 1855,....	365	42	323	200	123	14	3	10	3	3	29
July, 1856,....	433	58	375	197	178	14	4	28	3	6	4
July, 1857,....	263	34	229	144	85	15	0	21	2	0	6
July, 1858,....	379	32	347	187	161	14	7	9	3	2	5
July, 1859,....	376	51	325	154	171	15	4	15	3	4	27
July, 1860,....	321	49	272	139	133	15	1	8	2	11	29
Total,.....	3,950	916	3.034	1,852	1,183	14	2	23	2	11	29

SCHEDULE III.

Containing a list of the Names of Students admitted to the Introductory Class, July, 1860; their respective ages, the time in Public Schools, the Names and Occupation of their Parents or Guardians, with their Residences.

Number.	Examination Number.	PUPILS.					PARENTS AND GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.	NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y. M.			
1	15	Adams, Samuel	15	10	11	3 4	John Adams,	Foreman,	160 East 25th street.
2	29	Aiton, John	14	1½	17	3 10	Thomas Aiton,	Malster,	520 9th Avenue.
3	26	Algeo, Alexander	14	9½	17	3 7	James Algeo,	Grocer,	581 8th Avenue.
4	219	Allee, Daniel	15	5	42	2 10	Joseph B. Allee,	Agent,	53 Walker street.
5	288	Allen, Nehemiah H.	14	00	45	1 10	William Allen,	Lawyer,	154 West 48th street.
6	208	Anderson, Robert Seney	15	8	40	1 9	Cornelius V. Anderson,	Broker,	319 Lexington avenue.
7	275	Armitage, Thomas R.	15	8	34	3 4½	Thomas Armitage,	Clergyman,	136 Madison street.
8	121	Auld, James	14	1	29	5 11	Samuel Auld,	Gas Fitter,	22 West street.
9	274	Baker, George Haswell	15	3	34	1 0½	Samuel Baker,	Clergyman,	233 Henry street.
10	289	Barhydt, Parish Hackley	15	8	45	1 4	William Barhydt,	R. R. Secretary,	157 West 38th street.
11	10	Barter, Benjamin George	14	9	11	3 8½	Benjamin Barter,	Bootmaker,	158 West 20th street.
12	203	Bartlett, Wash. Sewell	16	2	40	1 4	Washington A. Bartlett,	Sea Captain,	163 Bleeker street.
13	242	Basinsky, Morris	15	7	44	1 10	Abraham Basinsky,	Merchant,	116 St. Mark's place.
14	56	Bear, Samuel Levy	14	3	22	4 8	Isaac Bear,	Tailor,	105 Avenue D.
15	176	Belknap, Charles	14	1	40	1 5	Augustus Belknap,	Hardware,	136 West 43d street.
16	321	Bell, Albert George	13	11	37	5 0	George Bell,	Painter,	90th st., bet. 37th st. & 4th A.
17	153	Bell, Charles	15	1	38	1 0	Agripa Bell,	Physician,	253 4th Avenue.
18	141	Blair, Jr., Wm. Thomas	16	6½	14	5 10	William T. Blair,	Butcher,	442 2d Avenue.
19	80	Blakeman, Leander V.	14	4	35	2 11½	William Blakeman,	Doctor,	113 10th street.

Number.	Examination Number.	PUPILS.					PARENTS AND GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.	NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y. M.			
20	77	Blondel, Theodore	14	7	35	3 15	William Blondel,	Music Teacher,	146 Macdougal street.
21	99	Breath, John Anthony	14	9	35	1 0	Mrs. Adeline Breath,	None,	134 West 14th street.
22	36	Brill, Maximillian	14	0	18	1 3	Julius Brill,	Photographist,	82d street bet. 2d and 3d av.
23	165	Bronson, Robert Donalson	15	9	40	1 0	Oliver Bronson,	Physician,	48 East 14th street.
24	218	Brown, Ansell Byron	15	5	41	1 7	Joseph Brown,	Carriage Maker,	37 Barrow street.
25	292	Brown, Charles Edward	15	9	45	4 10	Nathan Brown,	Paper Hanger,	157 West 34th street.
26	227	Brown, Joseph	16	3	42	1 0	John Brown,	Naturalization Clerk,	331 Cherry street.
27	123	Brown, Samuel	14	2	36	3 10	Samuel Brown,	Gas Fitter,	24 East 12th street.
28	253	Brown, Stephen Edward	14	9	48	4 0	Patrick Brown,	Lard Dealer,	278 West 32d street.
29	260	Burns, John	15	1	49	4 4	John Burns,	Brick Merchant,	179 East 33d street.
30	79	Cargill, Andrew Hays	16	8	35	1 6	Henry A. Cargill,	Post Collector,	21 West 42d street.
31	127	Cargill, William	14	11	36	4 6	Thomas Cargill,	Porter,	332 East 9th street.
32	164	Carpenter, Leonard Jas.	15	5	40	4 0	Charles L. Carpenter,	Undertaker,	181 9th street.
33	162	Caswell, Edward Alepes	15	10	40	3 2	Nathan Caswell,	Metal Broker,	68 Irving place.
34	117	Chalmers, Jas. Moncur	16	0	35	1 7	William Chalmers,	Plumber,	46 West 27th street.
35	248	Chambers, Frederick	15	5	48	4 0	Talbot W. Chambers,	Clergyman,	70 West 36th street.
36	150	Chivis, William Gray	14	10	38	1 0	Peter Chivis,	Butcher,	146 Mulberry street.
37	55	Church, John	19	4	22	1 10	Edward Church,	Police,	381 East 9th street.
38	38	Clare, Michael	14	6	18	2 9	John Clare,	Watchman,	4th avenue and 39th street.
39	161	Clark, John Nuns	14	10	40	5 3	William Clark,	Pianoforte,	96 East 26th street.
40	278	Class, William Henry	14	0	28	5 0	William Class,	Cider Dealer,	153 West 43d street.
41	130	Clay, Henry	14	3	37	2 0	John Clay,	Builder,	89th street.
42	311	Clinch, Edward Sears	13	10	4	5 0	Frederick Clinch,	Butcher,	87 3d street.
43	266	Cloonan, Patrick	15	6	49	4 10	John Cloonan,	Laborer,	161 East 36th street.
44	263	Coburn, James Edward	14	3	48	2 0	Robert H. Coburn,	Builder,	47 West 46th street.
45	151	Coleman, Obed Mitchell	15	10	39	2 9	Ezra Coleman,	Quartz Mill Maker,	129th st., bet. 5th and 6th A.

46	214	Conover, Gustavus W.	14	1	41	5	2	Jacob A. Conover,	Wood Merchant,	735 Washington street.
47	304	Cragin, William Dwight	16	7	34	1	0	Aaron Cragin,	Japanner,	372 4th street.
48	94	Cromelien, David	15	2	32	1	10	Rowland Cromelien	Merchant,	280 West 34th street.
49	110	Crosby, John Player,	14	10	35	4	10	John P. Crosby, Jr.	Lawyer,	31 West 17th street.
50	51	Crossman, Geo. Wash.	15	0	20	6	6	James W. Crossman,	Broker,	112 Attorney street.
51	84	Cook, Walter	14	2	35	5	0	Catharine Cook,	None,	92 West 10th street.
52	69	Dakin, Edward Breck	15	6	35	3	10	Cyrus P. Dakin,	Writer,	35 Washington street.
53	9	De Baun, Charles Irving	14	7	11	5	3	Cornelius B. De Baun,	Mason,	302 West 18th street.
54	251	Dederer, Charles Henry	16	1	48	1	¼	Harvey Dederer,	None,	143 West 36th street.
55	276	Delany, Jeremiah Francis	14	2	34	3	6	Martin Delany,	None,	30 Lewis street.
56	285	Demarst, James Henry	16	6	45	1	3	Catharine Van Horne,	None,	83 West 32d street.
57	317	Dennett, Jesse	13	9	45	5	0	George M. Dennett,	Sergant Police,	173 West 39th street.
58	168	Denniston, Alex. Flem'ing	14	6	40	7	0	John A. Denniston,	Piano Forte,	100 East 27th street.
59	313	Denvir, Thomas Jefferson	14	9	49	2	10	Marsh Denvir,	Shoemaker,	447 4th avenue.
60	255	Deyo, Jonathan T.	14	6	48	1	6	Matthew F. Deyo,	Baker,	179 West 27th street.
61	6	Dixon, Jno. Jas. Stanley	14	6	4	1	11	George S. Dixon,	Mason,	326 Henry street.
62	205	Dobbins, John	15	3	40	1	10	Patrick Dobbins,	Butcher,	563 1st avenue.
63	174	Dodge, Frederick Nivens	15	8	40	3	10	David S. Dodge,	Physician,	143 East 18th street.
64	57	Donahue, Henry Walford	15	11	22	2	1	James Donahue,	Ship Chandler,	480 East Houston street.
65	257	Doran, Thomas Lorenzo	15	1	48	2	6	Philip Doran,	None,	281 5th avenue.
66	228	Drach, William	14	7	42	4	8	John G. Drach,	Cigar Dealer,	42 Orchard street.
67	238	Dykes, Andrew Findley	16	6	44	3	2	Francis Dykes,	Grocer,	279 Houston street.
68	169	Dugan, William Matthias	15	7	40	5	0	William Dugan,	Engineer,	393 East 10th street.
69	134	Duncan, Lorenzo	14	11	14	1	10	Mrs. A. Duncan,	None,	153 East 24th street.
70	39	Egan, Thomas Francis	15	1	18	2	7	John Egan,	Custom-House,	610 Third avenue.
71	222	Easton, John Zachius	14	3	41	1	8	Mrs. Eliza Easton,	None,	648 Hudson street.
72	28	Eccles, George Addison	14	8	17	4	4	John H. Eccles,	Importer,	33 Boorman Pl., (W. 33d st.)
73	284	Evans, George Jr.	17	3	45	3	4	George S. Evans,	Sadler,	323 Eighth avenue.
74	142	Eyre, Charles Edward	14	2	44	1	10	Emma E. Eyre,	Kid Glove Cleaner,	441 Second avenue.
75	50	Fabri, Francis Boardman	15	5	20	6	2	Louisa Fabri,	None,	120 Essex street.
76	44	Farley, Cornelius Joseph	15	3	18	1	10	Terrence Farley,	Alderman,	35 East 54th street.
77	103	Ferres, John Gills	16	2	35	4	2	John Ferres,	Livery Stable,	32 10th street.
78	5	Field, J. Reynolds Marsh	14	6	4	2	9	Rodman E. Field,	Salesman,	216 Delancy street.
79	319	Flitner, William Hubert	18	2	52	5		Wm. L. Flitner,	Sea Captain,	Tubby Hook.
80	46	Forrester, Robert Field	15	9	20	8	4	Charles Forrester,	Post-Office,	30 Sheriff street.

Number.	Examination Number.	PUPILS.						PARENTS OR GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y.	M.			
81	309	Fradenburg, Geo. Theo.	15	10	35	2	11	George D. Fradenburg,	Custom House,	20 Worth street.
82	234	Frary, Noyes Spencer,	15	5	44	1	1	Dwight Frary,	Carpenter,	31 Troy street,
83	245	Friedlander, Leonard	15	0	44	1	1	Adolphus Friedlander,	Book-keeper,	47 Barclay street,
84	194	Fry, Franklin Camp	15	2	40	2	10	Asa W. Fry,	Builder,	91 East 8th street.
85	232	Fuller, Charles Wesley	17	2	44	6	½	Jesse Fuller,	Carman,	6 Watt street.
86	106	Gaffey, Edward	14	6	35	1	½	Margaret Gaffey,	Milliner,	249 Sixth avenue.
87	204	Getty, William James	14	7	40	1	10	William J. Getty,	Gas Fitter,	199 East 21st street.
88	294	Gimbernat, Eraclius	15	3	45	5	0	Florentino Gimbernat,	Commissoin Merchant,	27 West 22d street.
89	318	Goldstein, Marks	13	10	20	5	7	Lazarus Goldstein,	Dry Goods Merchant,	102 7th street.
90	113	Goodhein, Maurice	14	½	35	2	½	Michael Goodhein,	Shirt Dealer,	71 Hammond street.
91	65	Goodwin, Bernard M.	15	7	28	1	1	Rosanna Goodwin,	None,	224 West 50th street.
92	115	Grant, Charles Augustus	14	10	35	7	½	Alexander Grant,	Iron Railing,	161 West 17th street.
93	155	Green, Albert Terry	15	1	39	2	2	Absalom Green,	Lumber Merchant,	122d street cor. Second ave.
94	233	Greenwood, William	14	8	44	5	8	Richard B. Greenwood,	Grocer,	31 Irving Place.
95	182	Griffin, Robert, Jr.	15	6	40	1	5	Robert Griffin,	Tailor,	48 East 23d street.
96	192	Groesbeck, Edward Leo	14	4	40	2	0	Aug. V. S. Groesbeck,	Oil Manufacturer,	62 East 28th street.
97	181	Guion, Edward M., Jr.	14	6	40	4	2	Edward M. Guion,	Druggist,	193 East 14th street.
98	119	Haley, Jeremiah John	15	3	29	4	0	Jeremiah Haley,	Policeman,	8 Depuyster street.
99	202	Hall, Albert Barnes	16	7	40	1	5	Charles B. Hall,	Real Estate Broker,	30 West 39th street.
100	135	Hall, Ralph Emerson	15	8	14	1	6	Edward Hall,	Physician,	336 Fourth avenue.
101	64	Halstead, Frederick	15	1	35	2	5	Daniel B. Halstead,	Cashier,	23 Ninth street.
102	271	Hartson, Geo. Gobieski	16	1	49	1	0	George B. Hartson,	Sugar Refiner,	5 West 37th street.
103	34	Hasson, Patrick	15	8	17	2	6	Henry Hasson,	Contractor,	310 West 44th street.
104	252	Hatch, Harvey Weed	15	5	48	3	0	M. C. Hatch,	Dry Goods,	63 West 24th street.
105	191	Hawes, John Bromham	16	3	40	1	10	George E. Haws,	Dentist,	21 Bond street.

106	314	Heisser, William Henry	13	10	32			Jacob Heisser,	Hardware,	481 Eighth avenue.
107	259	Heitman, Albert	14	1	49	4	10	H. Heitman,	Saloon Keeper,	303 Lexington avenue.
108	188	Hennion, Andrew J.	18	9	40	1	10	Andrew J. Hennion,	Joiner,	246 5th street.
109	261	Hepburn, Niel Jamieson	14	3	48	4	0	David Hepburn,	Carpenter,	205 West 36th street.
110	302	Hernandez, Chas. Fabian	14	6	45	2	2	Charles Hernandez,	Commission Merchant,	335 West 15th street.
111	140	Hernon, Joseph A. Thos	15	1	14	1	10	Thomas Hernon,	Butcher,	165 East 27th street.
112	74	Hewitt, Frank T.	14	9	35	4	2	Rachel A. Hewitt,	None,	82 Bleeker street.
113	20	Hirsch, Joseph	14	4	15	1	3	Samuel Hirsch,	Merchant,	27 Norfolk street.
114	193	Hobart, Henry Lee	15	2	40	2	9	James T. Hobart,	Commission Merchant,	180 East 15th street.
115	187	Hodgeman, George F.	15	9	40	4	10	Daniel Hodgman,	India Rubber Merch't,	39 East 20th street.
116	305	Hogan, Edward Peter	14	7	36	4	9	Patrick Hogan,	U. S. Weigher,	256 East 14th street.
117	250	Holland, Thomas	15	0	8	1	8	Mary Holland,	Seamstress,	294 9th street.
118	258	Howell, Henry C.	14	1	48	4	0	George R. Howell,	Plumber,	95 West 22d street.
119	183	Howland, Edward A.	14	4	40	2	8	James Howland,	None,	402 Hudson street.
120	177	Hubbs, Courtes Taylor	15	1	40	1	3	George Hubbs,	Carpenter,	178 First avenue.
121	237	Hunt, John Sanford	14	6	44	1	10	John H. Hunt,	None,	24 Macdougal street.
122	124	Hunter, John	16	0	36	2	1	M. A. Hunter,	None,	398 8th street.
123	42	Ives, Michael	15	6	18	2	2	Elizabeth Ives,	Grocer,	109 East 41st street.
124	67	Jacobs, Alfred Uriah	14	5	35	4	14	Mrs. Jacobs,	None,	133 West 21st street.
125	93	Jaques, Geo. Washington	14	5	32	5	3	Davld Jaques,	Butcher,	402 Ninth avenue.
126	199	Jenks, Francis Mankin	14	4	40	1	2	Francis H. Jenks,	Merchant,	22 East 14th street.
127	112	Johnson Albert A.	15	3	35	1	½	John Johnson,	Shoemaker,	161 West 11th street.
128	282	Johnson, William Wiley	15	1	11	2	1	Margaret Johnson,	None,	189 Eighth avenue.
129	157	Jones, Abraham Sleight	14	10	39	2	8	Abraham Jones,	Broker,	Second avenue, 127th street.
130	19	Kalish, Julius	14	7	7	1	10	Joseph Kalish,	Merchant,	248 Grand street.
131	180	Kane, Cornelius Van S.	14	8	40	4	2	Theodore Kane,	Custom House Clerk,	28 St. Marks Place.
132	262	Keeler, Jeremiah	14	9	49	4	8	William Keeler,	Mason,	572 Second avenue.
133	247	Kellogg, Henry Worrall	14	4	44	6	3	J. M. Kellogg,	Hatter,	381 Canal street.
134	246	Kennedy, Archibald D.	16	0	44	1	0	James Kennedy,	Physician,	186 Duane street.
135	4	Kerrigan, James Michael	15	1	2	4	4	Maurice S. Kerrigan,	Leather Dealer,	85 Henry street.
136	86	King, Henry Lucretius	19	4	32	1	6	Amasa W. King,	Physician,	225 West 35th street.
137	76	Klenen, Martin	14	2	35	1	½	Henry Klenen,	Grocer,	34 Jones street.
138	173	Knapp, John Augustus	15	6	40	5	2	James C. Knapp,	Grocer,	58 Irving place.
139		Knowlton, Hy. Danford								
140	295	Krieg, George	14	3	45	3	10	George Krieg,	Framer,	333 6th Avenue.
141	224	Lay, Oliver Ingraham	15	8	42	5	9	George E. Lay,	Bank Clerk,	6 Allen street.

Number.	Examination Number.	PUPILS. NAMES.	Age. Y.	Age. M.	School No.	Time in Public Schools. Y.	Time in Public Schools. M.	PARENTS OR GUARDIANS. NAMES.	OCCUPATION.	RESIDENCES.
142	239	Levy, Arthur	15	6	44	3	8	Joseph Levy,	Merchant Tailor,	25 City Hall place.
143	82	Levy, Benjamin	15	1	35	2	4	Mark Levy,	Banker,	28 West 22d street.
144	111	Levy, Henry Charles	14	2	35	4	5¾	Charles Levy,	Liquor Dealer,	192 Bleecker street.
145	315	Lissenden, Stephen, Jr.,	16	5	11	4	3	Stephen Lissenden,	Engineer,	136 9th Avenue.
146	293	Livingston, Wm. Bickford	14	11	45	1	10	William H. Livingston,	Hardware Merchant,	199 East 10th street.
147	71	Love, Edward John	14	4	35	1	0½	Thomas Love,	Manufacturer,	586 Broome street.
148	114	Love, James Pond	16	0	35	1	0	Thomas Love,	Manufacturer,	586 Broome street.
149	244	Lovejoy, Josiah Tubner	14	2	44	4	8	John Lovejoy,	Dentist,	10 West 11th street.
150	175	Lyman, Wm. Thornton	15	3	40	4	2	Aziel S. Lyman,	Inventor,	212 2d Avenue.
151	166	Marbury, Gilbert Jackson	15	0	40	3	10	Francis F. Marbury,	Lawyer,	76 Irving place.
152	25	Marsh, Albert	14	9	17	3	7	William Marsh,	Inspector of Sewers,	694 Eighth avenue.
153	167	Martin, Wm. Hamilton	14	7	40	3	2	William C. Martin,	Grocer,	81st street, near 2d Ave.
154	215	Marvin, Willes Burdett	15	8	41	2	11	W. K. Martin,	Salesman,	76 St. Mark's place.
155	30	Masvidal, José G. A.	16	8	17	1	0	George Masvidal,	None,	17 Stuyvesant street.
156	18	Mathews, Joseph	14	7	11	1	11	Ann Mathews,	Nurse,	397 Fourth avenue.
157	229	Maxwell, William Allen	15	8	42	6	0	William A. Maxwell,	Clothier,	110 Chatham street.
158	60	McAdam, Randolph	16	10	28	3	5	James C. McAdam,	Lawyer,	162 West 40th street.
159	312	McAneny, Geo. Francis	15	3	4	3	2	Edward McAneny,	Butcher,	263 Delancey street.
160	118	McCabe, Thomas Francis	14	6	29	5	0	John McCabe,	Porter,	9 Beaver street.
161	143	McCahill, Patrick Henry	16	2	14	3	9	John McCahill,	Lawyer,	500 2d Avenue.
162	171	McClelland, Jas. Burdge	18	0	40	4	2	Thomas McClelland,	Stage Proprietor,	322 2d Avenue.
163	217	McCollum, Arthur	15	3	42	5	9	John McCollum,	Machinist,	117 Hester street.
164	243	McGrath, Edward	14	4	44	5	10	Edward McGrath,	Grocer,	125 East 43d street.
165	201	McMartin, Malcom	14	0	40	2	10	Peter McMartin,		168 5th Avenue.

166	107	Meeks, Fer. Magellan	15	0	35	5	0	E. H. Meeks,	Grocer,	240 4th Avenue.
167	270	Mellis, Ernest	14	6	49	1	9	D. M. Mellis,	Note Broker,	63 West 38th street.
168	307	Miles, Edward Dana	15	11	35	0	10	Charles S. Miles,	Dentist's Materials,	56 West 11th street.
169	58	Miller, William H.	15	5	22	3	8	John Miller,	Ship Caulker,	23 Avenue D.
170	95	Milvaney, James	15	0	32	6	3	J. W. Milvaney,	Turner,	325 West 29th street.
171	195	Monroe, Robert Dayton	15	6	35	3	1	W. T. Monroe,	Merchant,	419 6th Avenue.
172	17	Moore, William	15	4	11	2	8	Henry Moore,	Furniture,	1 St. Luke's Place.
173	31	Moran, John	19	0	17	2	1	William Moran,	Carpenter,	261 West 42d street.
174	231	Morris, Herman	15	10	44	5	2	S. P. Morris,	Marble Works,	30 Mercer street.
175	300	Mortimer, William	14	10	45	5	8	D. M. H. Mortimer,	Painter,	190 West 21st street.
176	87	Murphy, Dan'l Augustus	17	2	31	5	4	Mary Murphy,	None,	360 Cherry street.
177	116	Murray, Wm. Maillard	14	2	35	0	9	George Murray,		32 East 13th street.
178	126	Nally, Andrew	14	9	36	2	6	Christopher Nally,	Mason,	281 East 12th street.
179	105	Neilson, Wm. Staats, Jr.,	15	7	35	5	0	W. S. Neilson,	Book-keeper,	331 West 16th street.
180	101	Nelson, Lyle	14	7	35	2	10	S. C. Nelson,	Ship Chandler,	178 East 14th street.
181	24	Newell, John Stark	14	3	17	4	1	Charles S. Newell,	Lawyer,	173 West 48th street.
182	125	Noonan, Edward, Jr.,	14	6	36	2	6	Edward Noonan,	Waiter,	103 East 11th street.
183	286	Nixon, Kirby	15	8	45	2	10	John M. Nixon,	Merchant,	78 East 14th street.
184	45	Oakley, James Frank	14	1	20	3	0	J. F. Oakley,	Hatter,	10 Delancey street.
185	85	O'Brien, Michael John	14	10	31	7	9	John O'Brien,	Junks,	366 Cherry street.
186	172	O'Connor, Eugene	14	2	40	1	10	F. B. O'Connor,	Paper Merchant,	64 East 16th street.
187	163	Oppenheim, Ansel	14	8	40	3	2	Isaac Oppenheim,	Shirt Maker,	244 3d Avenue.
188	88	Owen, Charles Edgar	16	3	32	1	0	Daniel Owen,	Clothier,	148 East 23d street.
189	179	Park, Henry	15	8	40	3	6	Archibald Park,	None,	172½ Bowery.
190	73	Park, Noel Robertson	15	2	35	1	11	Rufus Park,	Grocer,	45 9th street.
191	170	Parsons, John Hall	14	10	40	2	2	William Parsons,	Dry Goods,	61 East 26th street.
192	249	Patterson, And. Stuart	15	1	48	2	6	John S. Patterson,	Lawyer,	40 West 35th street.
193	269	Peck, George	15	3	49	4	2	Henry Peck,	Stone Mason,	203 East 35th street.
194	210	Penfield, John Benjamin	16	10	40	1	0	Charlotte W. Penfield,	None,	241 East Broadway.
195	49	Perryman, Geo. Henry	15	5	20	3	0	George N. Perryman,	Flowers,	49 Delancy street.
196		Phelan, Thomas Edward	15	5	20	3	0	George H. Phelan,		
197	216	Pomeroy, Hamilton	15	9	41	4	3	Parish R. Pomeroy,	U. S. Measurer,	15 West 32d street.
198	159	Porter, Gerald Lee	14	10	40	1	2	James M. Porter,	Lawyer,	197 East 19th street.

Number.	Examination Number.	PUPILS.						PARENTS OR GUARDIANS.		
		NAMES	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y.	M.			
199	92	Potter, Charles Edward	15	2	35	2	10	Samuel B. Potter,	Provision Merchant,	103 West 21st street.
200	14	Radcliff, William S.	15	9	11	2	7	Samuel Radcliff,	Custom-House,	262 West 18th street.
201	90	Redding, Winfield S. M.	14	1	32	6	8	John Redding,	Auctioneer,	132 West 37th street.
202	225	Reilly, Michael	15	11	42	2	1	Patrick Reilly,	Varnisher,	252 10th street.
203	211	Remsen, Ira	14	8	41	1	6	J. V. B. Remsen,	Builder,	369 Fourth avenue.
204	290	Reynolds, James	14	2	45	3	0	William Reynolds,	Carman,	190 West 17th street.
205	156	Roberston, Milton Henry	15	3	39	1	3	Henry H Roberston,	Lumber Dealer,	128th street near 4th ave.
206	306	Rogers, Roberston	15		35	1	6	Alexaneer R. Rogers,	Lawyer,	118 West 38th street.
207	296	Rosenmiller, Charles L.	13	9	45	5	6	Lewis Rosenmiller,	Druggist,	239 West 36th street.
208	287	Ross, William Henry	16	2	45	2	3	William Ross,	Coal Dealer,	222 West 32d street.
209	91	Roy, Frederick	14	0	32	5	8	Alexander Roy,	Stone Cutter,	246 West 29th street.
210	301	Sands, Charles Edward	15	1	45	4	5	David M. H. Sands,	Painter,	190 West 21st street.
211	59	Scatliff, James	14	3	21	6	2	Jane Scatliff,	None,	377 Broome street.
212	185	Scully, Thomas Francis	14	3	40	4	10	Thomas Scully,	Carpenter,	93 East 16th street.
213	189	Schmonsus, Frederick	16	8	40	1	0	George Schmonsus,	Grocer,	483 Broome street.
214	7	Schoen, Godfrey,	14	6	4	2	9	Michael Schoen,	Physician,	273 Third avenue.
215	122	Schultz, Charles F.	14	3	29	2	9	Charles J. Schultz,	Shoemaker,	11 West street.
216	213	Schwacofer, Charles	14	8	41	6	3	Adolphus Schwacofer,	Carpenter,	28 Downing street.
217	89	Serrell, Alfred William	16	5	32	1	0	A. T. Serrell,	Wood Moulder,	147 West 42d street.
218	283	Sieberg, William H. J.	17	5	35	2	0	Charles Sieberg,	Merchant Tailor,	44½ Sixth Avenue.
219	140	Sink, Isaac Lewis	15	2	44	1	9	Lewis Sink,	Clothier,	26 Bowery.
220	46	Smith, Benjamin	15	6	14	8	1	Peter Smith,	Carriage Maker,	151 East 39th sireet.
221	97	Smith, Charles Henry	14	9	35	1	0	Charles H. Smith,	Lawyer,	606 Broadway.
222	152	Smith, David Polhemus	15	0	38	6	2	David C. Smith,	Tailor,	230 West Horston street.
223	207	Smith, James Henry	15	8	40	2	10	James Smith,	Oil Dealer,	26 Irving Place.

224	241	Smith, James Ward	14	10	44	6	8	James M. Smith,	Physician,	15 North Moore street.
225	147	Smith, John Francis	14	7	14	3	1	J. B. Smith,	Carpenter,	140 East 28th street.
226	61	So mmers, William	14	7	28	5	7	Philip Sommers,	Furniture,	370 Eighth avenue.
227	13	Sp ringsteed, Gamaliel T.	14	8	11	5	4	G. T. Springsteed,	Iron Dealer,	269 West 17th street.
228	291	S einhart, Michael	14	0	45	2	7	Selig Steinhart,	Clothier,	424 West 23d street.
229	108	Stephens, George, Jr.	14	9	35	7	5	George Stephens,	Carrier,	22 Minetta street.
230	235	Stephens, George W.	15	9	44	3	2	Cornelius Stephens,	Hatter,	194 West 30th street.
231	145	Stevenson, Edgar	14	6	14	1	2	D. R. Stevenson,	Hotel Keeper,	338 Third avenue.
232	196	Stilwell, William Moore	14	6	40	1	8	R. E. Stilwell,	U. S. Commissioner,	97 West 43d street.
233	254	Stitt, John Henry	14	10	48	1	0	G. S. Stitt,	Lawyer,	56 West 47th street.
234	43	Stratford, Thomas	14	10	18	2	6	Thomas Stratford,	Gardner,	91st street, bet. 11 & 12 av.
235	198	Sturges, Edward	15	0	40	4	10	Russell Sturges,	Merchant,	164 East 10th street.
236	40	Sullivan, James Joseph	15	3	18	1	6	John Sullivan,	Laborer,	
237	209	Swansborough, Horace	14	8	41	2	8	William Swansborough,	Merchant,	237 West 20th street.
238	35	Swayzee, Milton Robert	17	2	17	3	1	Milton Swayzee,	Seargent Police,	168 West 38th street.
239	308	Swift, Charles, Jr.	16		52	1	10	Charles Swift,	Hotel Keeper,	High Bridge.
240	316	Tate, Godfrey Ellison	13	9	45	1	5	Isaac E. Tate,	Boot and Shoe,	116 West 28th street.
241	298	Taylor, Charles Edward	14	3	45	5	10	James M. Taylor,	R. E. Agent.	333 West 22d street.
242	75	Taylor, James Henry	14	8	35	2	0	Mrs. M. D. Kent,	Gents' Furnishing,	465 Third avenue.
243	133	Theal, John	14	3	37	1	0	Richard Theal,	Grocer,	55 86th street.
244	256	Trainor, John Joseph	14	8	48	1	10	Peter Trainor,	P. O. Clerk,	87 West 27th street.
245	226	Tracy, William Fred.	15	5	42	4	5	William G. Tracy,	Varnisher,	41 Canal street.
246	206	Van Arsdale, Wm. H.	14	8	40	3	2	Henry Van Arsdale,	Physician,	53 Seventh street.
247	221	Van Cott, Albert	14	11	42	5	10	John Van Cott,	Cooper,	214½ Broome street.
248	8	Vanderbilt, Edgar	14	9	19	3	8	J. G. Vanderbilt,	Carman,	143 West 36th street.
249	27	Van Dyke, Thomas, Jr.	15	8	17	1	2	Thomas Van Dyke,	Carpenter,	2d ave., cor. 84th street.
250	109	Van Wagenen C. S.	15	10	35	2	4	Mrs. E. Van Wagenen,	None,	312 West 24th street.
251	68	Viel, Charles Marius	14	8	35	1	6	Maria Viel,	Dress Maker,	572 Broadway.
252	264	Vogel, Henry Christain	14	1	49	4	8	Conrad Vogel,	Carpenter,	140 East 41st street.
253	37	Walsh, Francis John A.	16	8	18	6	6	John Walsh,	Porter,	769 Third avenue.
254	158	Walz, Isadore	14	6	40	1	0	Simon H. Walz,	Teacher,	192 East 19th street.
255	235	Watson, William	15	11	44	3	9	William Watson,	Lawyer,	88 East 21st street.
256	178	Weeks, Henry Clay	5	11	40	1	0	H. B. Weeks,	Mason,	164 East 24th street.
257	190	Wernberg, Jeremiah A.	16	6	40	2	3	A. P. Wernberg,	Stevedore,	547 Third avenue.

Number.	Examination Number.	PUPILS.						PARENTS OR GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y.	M.			
258	136	White, Hugh Rhett,	14	9	14	1	0	Mary White,	None,	121 East 22d street.
259	78	Wilson, Henry Lancaster	14	5	35	2	8	Henry Wilson,	Druggist,	172 West 17th street.
260	220	Wilson Joseph Allen	14	2	42	1	8	J. R. Wilson,	Clerk,	43 Canal street.
261	283	Wilson, Samuel Henry	15	7	45	2	0	M. H. Wilson,	Grocer,	547 Eighth avenue.
262	197	Wilson, Theodore	14	9	40	1	0	John Wilson,	Saddler,	27 London Terrace.
263	21	Wilson, Thomas Edgar	14	9	15	4	9	Charles Wilson,	Policeman,	221 Sixth street.
264	104	Wisner, John Homer	15	6	35	3	3	W. H. Wisner,	Commission Merchant.	18 West 12th street.
265	320	Wright, Thomas, Jr.	16	0	42	4	8	Thomas Wright,	Brush Manufacturer.	4 Allen street.

THE FOLLOWING WERE ADMITTED TO THE FRESHMAN CLASS.

266	1	Bawden, Henry	21	9	3	1	2	Isaac Bawden,	Tailor,	105 West 29th street.
267	200	Blackmer, Ernest	15	2	35	1	4	Joel Blackmer,	Teacher,	217 West 12th street.
268	98	Jessup, John Colgate	16	0	35	1	0	Benj. T. Jessup,	Paint Store,	48 West 22d street.
269	281	Kane, Joseph Theodore	14	5	19	7	2	Charles Kane,	Stove Store,	319 Bowery.
270	273	Mayer, George Fred.	15	6	19	1	4	Philip A. Mayer,	Music Teacher,	24 West 41st street.
271	100	Stitt, George Mott	16	8	35	1	0	George S. Stitt,	Lawyer,	62 West 28th street.

SCHEDULE.

The following is the Statement, (referred to in the annexed Report from the New York Free Academy,) of the names, ages and studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the Academic year mentioned in said report, classical studies, or the higher branches of English Education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, *as set forth in the "explanations" which precede this Schedule, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year: said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.*

No.	Names.	Age.	Studies pursued from Sept, 21st, 1859, to Feb. 16th, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
1	Bradley, Edward A.	19	Butler's Analogy of Natural and Revealed Religion, (entire.) Physics.—Bird's Elements of Natural Philosophy, as a text book, from page 169 to page 386. The course was conducted principally by Lectures. Ancient Languages. Thuycidides, Book I, chap. 1–23, inclusive, with frequent reviews. Civil Engineering.—Mahan's Civil Engineering, 163 pages. Studied and reviewed with lectures on the theory of the equilibrium of retaining walls, and exercises in drawing plans, elevations and sections of structures.	Kent's Commentaries on the Laws of Nations, and Mansfield's Political Grammar. Civil Engineering.—Mahan's Civil Engineering, complete, with lectures on the theory of the arch, the calculations of excavations and embankments, levelling, topographical drawing and railroad curves, with exercises in drawing and use of level and engineer's transit. Ancient Languages.—Ædipus Tyrannus, 446 lines, witn freqvent reviews. Horace, 2d Book. Chemistry. —— Fownes' Chemistry, from page 101 to 416. Monthly Exercises in Oratory and Original

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
			Original Composition and Declamation once a month. French.—Vannier's Pronunciation. Robertson's Grammar, 186 pages. Regular and Irregular Verbs. Roemer's Polyglot Reader, Part 1st, with logical and grammatical analysis. Lectures on the History of the formation of the French Language and its relation to the English. Time—Five months.	Composition. French. — General review of the Studies of the previous term. Roemer's Second French Reader, 320 pp. Translations from English (Manuscript) into French, with a review of Grammar. Time—Five months.
2	Buckmaster, John W.	19	Same as No. 1.	Same as No. 1.
3	Chappell, William	18	do.	do.
4	Crocheron, Reuben	19	do.	do.
5	Crosby, Franklin	19	do.	do.
6	De Peyster, Fred. J.	20	do.	do.
7	De Peyster, Jacob A.	19	do.	do.
8	Easton, Robt. T. B.	20	do.	do.
9	Grant, Richard S.	20	do.	do.
10	Hiscox, Freeman	19	do.	do.
11	Hyatt, Stephen B.	18	do.	do.
12	James, Josiah	18	do.	do.
13	Keith, Charles C. T.	18	do.	do.
14	Ketcham, Edgar, Jr.	19	do.	do.
15	Markoe, Thomas	20	do.	do.
16	McCutcheon, Edw.	19	do.	do.
17	Meeks, Edwin B.	20	do.	do.
18	Nesbit, Alexander	20	do.	do.
19	O'Neil, Henry P.	18	do.	do.
20	Sherwood, Scott R.	18	do.	do.
21	Tremain, Henry E.	20	do.	do.
22	Van Boskerck, R. T.	19	do.	do.
23	Weightman, G., Jr.	17	do.	do.
24	Balch, Charles L.	20	do.	do.
			In all except the Languages. German.—Glaubensklee's Reader, entire. Glaubensklee's Grammar, elementary part, with exercises. Elwell's Dictionary, with Flügel's and Heyse's Dictionaries, and Heyse's Grammar, as books of reference. Time—Five months.	In all except the Languages. German.—Marie Stuart to Act 5. Egmont (entire.) Syntactical part of Glaubensklee's Grammar, with exercises from dictation. Original Compositions. Flaxman's Dialogues, 2d and 3d parts. Lectures on German Literature. Time—Five Months.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
25	Black, George A.	20	Same as No. 24.	Same as No. 24.
26	Chollar, Byron E.	20	do.	do.
27	Delaney, John	20	do.	do.
28	Dwight, Melatiah E.	20	do.	do.
29	Goodwin, Fred. F.	20	do.	do.
30	Hartt, Henry L. B.	19	do.	do.
31	Hobart, Frederick	19	do.	do.
32	Mackellar, Thomas	19	do.	do.
33	Thurman, William	20	do.	do.
34	Young, Edward F.	20	do.	do.
35	Adams, Samuel G.	19	do. and Flaxman's Handbuch. Time—Five months.	do. and Benedix Steckbrief. Time—Five months.
36	Connor, Rowland	18	Same as No. 34.	Same as No. 35.
37	Gray, Wm. C. B.	21	do.	do.
38	Loveridge, Henry	18	do.	do.
39	Rawolle, Frederick	18	do.	do.
40	Smith, William C.	19	do.	do.
41	White, Henry Kirke	19	do.	do.
42	Wood, Joseph L. R.	18	do.	do.
43	Allison, Thomas	19	Same as No. 1 in all except Languages. Spanish.—Ollendorff's Grammar, (entire.) Morale's Reader, (entire.) Butler's Phrase Book. Iriarte & Moratin. Velasquez's Dictionary, (large size) used. Time—Five months.	Same as No. 1 in all except languages. Spanish.—Moratin's Comedies, (entire.) Iriarte & Moratin, (entire.) Morales' Versification. Time—Five months.
44	O'Brien, William	18	Same as No. 43.	Same as No. 43.
45	Torrey, Herbert G.	22	do.	do.
46	Trainor, Eugene F.	19	do.	do.
47	Anderson, Edw. W.	19	Intellectual Philosophy.—Hiekok's Intellectual Philosophy, (nearly through.) English Language and Literature.—Fowler's English Language, studied and reviewed from the beginning to Part IV., page 177, with some omissions. Natural Philosophy—Bartlett's Analytical Mechanics, 320 pages, studied and reviewed. Ancient Languages—Owen's Homer's	English Literature.—Shaw's English Literature, from page 172 to page 278, (Chapter XI omitted,) studied and reviewed. Natural Philosophy.—Bartlett's Analytical Mechanics, 70 pages. Bartlett's Accoustics, 140 pages, studied and reviewed. Bartlett's Optics, 100 pp. studied and reviewed. Bartlett's Spherical Astronomy, 160 pages, studied and reviewed. Ancient Languages.—Owen's Homer's Odyssey,

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
			Iliad, Books I and II, to line 225, with frequent reviews. Regular exercises in Composition and Oratory, including a public exhibition in Original Declamation, at the close of the term. Time—Five months.	Book X. Lectures on Greek Literature. Horace's Ode, Book I, with frequent reviews. Logic.—Mahan's Logic (entire.) Physics.—Bird's Elements of Nat. Philosophy. Regular exercises in Composition and Oratory. Four Lectures on Fine Arts, A course of Lectures on Light, of which notes were taken by the students. No text book used. The students recited from the note books of the Lectures. Time—Five months.
48	Bancker, Marinus W.	17	Same as No. 47.	Same as No. 47.
49	Cooper, George C.	20	do.	do.
50	Cox, Edward Marion	17	do.	do.
51	Crosby, Wm. B., Jr.	18	do.	do.
52	Elliott, Gilbert M.	19	do.	do.
53	Hopkins, S. M. B.	18	do.	do.
54	Hopping, Edward C.	18	do.	do.
55	Hyde, Edwin Francis	18	do.	do.
56	Kelly, Edward	19	do.	do.
57	Kelly, Michael J.	17	do.	do.
58	Kennedy, Thomas J.	19	do.	do.
59	Kiernan, Lawrence	18	do.	do.
60	King, James, Jr.	18	do.	do.
61	Kirkland, Charles P.	19	do.	do.
62	Little, William	20	do.	do.
63	Lowery, James P.	18	do.	do.
64	Man, Frederick H.	18	do.	do.
65	Marsh, Edward T.	19	do.	do.
66	McGeorge, William	19	do.	do.
67	Murphy, James	21	do.	do.
68	Orr, Robert	18	do.	do.
69	Raymond, James L.	18	do.	do.
70	Roberts, George W.	18	do.	do.
71	Selvage, Henry C.	18	do.	do.
72	Slade, Frederick J.	18	do.	do.
73	Starkey, Charles E.	17	do. Left Feb. 7.	
74	Morrison, James E.	17	Same as No. 47.	Same as No. 47.
75	Terry, David D.	18	do.	do.
76	Turner, John H.	18	do.	do.
77	Vienot, Emile	19	do.	do.
78	Watson, George W.	19	do.	do.
79	Thurston, George W.	18	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued f Feb. 16 to July 1860.
80	Weldon, John, Jr.	18	Same as No. 47.	Same as No. 47
81	West, William T.	17	do.	do.
82	White, Jefferson H.	18	do.	do.
83	Wildey, Oscar	19	do.	do.
84	Wiley, William H.	18	do.	do.
85	Wilson, Thaddeus	19	do.	do.
86	Wood, Joseph S.	18	do.	do.
87	Young, Nathaniel	17	do.	do.
88	Andereise, James	18	do. in all except Languages. Spanish.—Sales' Grammar (entire). Moratin's Comedies. Don Quixote (half). Quintana's Vidas de Españoles Celebres (entire). Selections from Spanish Classics, Translations from English Classics into Spanish, Morales Versification, Regular and Irregular Verbs, Original Composition, Idiological and Syntactical Analysis, Dictation and Conversation. Time—Five months.	do. in cept Languages. German—Gla klee's German R 1st part. Glauben Grammar and ex to reflective verbs. Time—Five montl
89	Ascough, Theo. G.	20	Same as No. 88.	Same as No. 8
90	Briggs, Benjamin M.	18	do.	do.
91	Childs, Evander, Jr.	17	do.	do.
92	De Neyse, Edwin F.	20		do.
93	Hayward, Clar'ce B.	18	do.	do.
94	Kennedy, Theo. W.	18	do.	do.
95	Kimball, William C.	19	do.	do.
96	Kingsland, Phineas C.	18	do.	do.
97	Mitchell, Roland G.	19	do.	do.
98	Pullman, James H.	18	do.	do.
99	Sanger, William H.	19	do.	do.
100	Spier, Archibald	18	do.	do.
101	Starkey, David J.	20	do.	do.
102	Taylor, Alfred H.	18	do.	do.
103	White, Cyrus B.	19	do.	do.
104	Aiton, Robert	16	Ancient Languages. —Owen's Xenophon Anabasis, Book I. Cicero's Orations against Cataline. 1st, 2d, and 3d, and Oration for Poet Archias, with frequent reviews.	Ancient Langua Owen's Xenophon' ropædia, Book VII., 1-5, § 58. Sallust' Bell, as far as cha with frequent revie Logic — Wha Logic (entire.) Moral Science — ok's Moral Science.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859. to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
			Political Economy—one Lecture per week. English Literature—Graham's English Synonymes, studied and reviewed from the beginning to Sec. 4, page 250. Drawing from Models and Casts, (from manuscripts,) three lessons a week. Lectures on Ornamentation once a week. Mathematics—Davies' Dif. Calculus to chap. vi., 116 pp., and reviewed. Modern History—Weber's Universal History, from p. 202 to 291, 314 to 343, 388 to 405, continual reference to standard works, original authorities, and maps. Exercises in Composition and Oratory. Time—Five months.	English Literature—Shaw's English Literature, from page 172, (chaps. 4 and 8 omitted) studied and reviewed. Freehand Drawing from Ornaments and Casts, three lessons a week; Lectures on Architectural Orders, once a week. Mathematics.—Davies' Dif. Calculus, from page 116 to the end, with frequent reviews. Exercises in Composition and Oratory. Lectures on Human Physiology. Each lecture reviewed in a brief recitation, and full notes required at the end of the term. The maps, specimens, models, &c., belonging to the institution, were used to appeal to the *eye* as well as the *ear* of the student. Time—Five months.
105	Berryman, Wilson	17	Same as No. 104.	Same as No. 104.
106	Boyer, Edward H.	16	do.	do.
107	Breckes, David	19	do.	do.
108	Carley, Eldred A.	17	do.	do.
109	Danelson, Jsmes E.	19	do.	do.
110	Dispecker, Abraham.	17	do.	do.
111	Dwight, Elihu	16	do.	do.
112	Fitch, Augustine D.	16	do.	do.
113	Giffing, Isaac A.	16	do.	do.
114	Granberry, W. H. H.	17	do.	do.
115	Hoyt, Harlow M.	17	do.	do.
116	Kimball, Horace E.	20	do.	do. 1 momth.
117	Kitchen, James	17	do.	Same as No. 104.
118	Kursheedt, Alex. E.	17	do.	do.
119	Lee, Arthur M.	18	do.	do.
120	Lord, Henry	18	do.	do.
121	McAfee, Knox	18	do.	do.
122	Meakim, Willet W.	17	do. (4 months.)	
123	Michaelis, Otto E.	18	Same as No. 104.	Same as No. 104.
124	Million, Michael J.	17	do.	do.
125	Miekleham, T. M. R.	19	Absent by permiss'n.	Absent by permission.
126	Brower, John L.	16	Same as No. 104.	Same as No. 104.
127	Cahill, William E.	18	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1850.	Studies pursued from Feb. 16 to July 16, 1860.
128	Moynihan, Edw. F.	18	Same as No. 104. (4 months.)	
129	Needham, George C.	17	Same as No. 104.	
130	Newschafer, Wm. H.	16	do.	Same as No. 104.
131	Roberts, Charles Jr.	16	do.	do.
132	Roberts, Nathan B.	18	do.	do.
133	Rowe, Edward A.	16	do.	do.
134	Sanders, Lewis	17	do.	do.
135	Sanger, Adolph L.	17	do.	do.
136	Slauson, William J.	16	do.	do.
137	Smith, Albert D.	17	Pursued a partial course in Ancient Languages.	Pursued a partial course in Ancient Languages, and Eng. Lit. (4 Months.)
138	Smith, Henry P.	18	Same as No. 104.	Same as No. 104.
139	Snow, George W. Jr.	17	do.	do.
140	Spencer, Galen C.	21	do.	do.
141	Steel, Henry	16	do.	do.
142	Stoutenburgh, Wm.	17	do.	do.
143	Strong, Richard P.	17	do.	do.
144	Sutherland, John	17	do.	do.
145	Thurman, W. K.	18	do.	do. (3 months.)
146	Trippe, James M.	21	do.	Same as No. 104.
147	Van Wagenen, B.	18	do.	do.
148	Ward, Caleb T.	16	do.	do.
149	Watson, James R. T.	16	do.	do.
150	Werner, Morris	17	do.	do.
151	Zellner, Sina	17	do.	do. (4 Months.)
152	Page, James S.	18	do. in all except the Languages. French — Roemer's 2d Reader, (entire,) with abstracts in French. Translations from English, (manuscript) into French. Noel and Chapsal's Gram., f'm §1 to §285. Spanish.—Ollendorff's Grammar, (entire.) Pizzaro's Phrases, (entire.) Irriate's Fables. Quintana's Lives. Composition in Spanish. Translations from English into Spanish. Regular and Irregular Verbs, Logical and Grammatical Analysis, Dictation, Reading, and Conversation. Time—Five months.	do. in all except the Languages. French. (Moliere, Bourgeois Gentilhommes les Femmes Savantes.) Racine, (Bajazet, Esther.) Noel and Chapsal's Grammar, from § 286 to § 630. Composition, Abstracts and Letter Writing Spanish—Review of Ollendorff's Spanish Grammar. Moratin's Comedies, (nearly through.) Sales' Grammar (half) Regular and Irregular Verbs. Logical and Gramatical Analysis, Original Composition in Spanish, Declamation, Reading, and Conversation. Time—Five months.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16. 1860.
153	Evans, William T.	17	Same as No. 152.	Same as No. 152.
154	Adams, Augustus R.	18	Same as No. 152, except the Languages. Ger. instead of Spanish. German—Glaubensklee's Gram. Do. Reader. Flaxman's Dialogues. William Tell. Time—Five months.	Same as No. 152, except the Languages. German instead of Spanish. German-Glaubensklee's Gram. Do. Reader. William Tell. Time—Five months.
155	Adams, Samuel G.	17	Same as No. 154.	Same as No. 154.
156	Honner, John	18	do.	do.
157	Koch, Joseph	16	do.	do.
158	Lydecker, Garret J.	16	do.	do.
159	Newcomb, John H.	19	do.	do. (2 Months.)
160	Pike, Boaz Emanuel.	18	do.	Same as No. 154.
161	Slocum, William E.	17	do.	do.
162	Stewart, Sid'y H. Jr.	19	do.	do.
163	Vuargnez, Augustus.	16	do. and Egmont.	do.
164	Ahrens, Philip	16	Moral Phiolosophy—Alexander's Moral Science. Ancient History—Weber's Outlines of Universal History, from page 1 to page 113, with continual reference to standard works and original authorities, and ancient and modern maps. Rhetoric—Days Rhetoric, from page 1 to page 150. Mathematics — Docharty's Plane and Spherical Trigonometry. Mensuration, Surveying and Navigation, with reviews. Descriptive Geography, (from manuscripts,) XV books, with application to Industrial Drawing, five lessons a week. The English Language, in its Elements and Forms, by Fowler, studied and reviewed, from chap.	Mediæval History — Wilson's Universal History from page 224 to p. 321. Putz's Handbook of Mediæval Geography and History, as supplementary to Willson's History, with continual reference to standard works and original authorities, and ancient and modern maps. Regular Exercises in Compositions and Oratory. Rhetoric — Jameson's Rhetoric, from page 81 to page 191. Mathematics — Davies' Analytical Geometry, Books 1st, 2d, 3d, 4th, 5th, 6th and 8th, and reviewed. Constructions of Shades and Shadows, Perspective, from manuscript, with application, four lessons a week. A course of Lecture on the Physiology of Plants, notes of which the students were required to take, and the notes examined at the close of the term. A brief recitation

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
			28th, page 334 to 409. Ancient Languages — Sophocles' Greek Grammar, with frequent reviews. Sophocles' Greek Lessons, from page 5 to page 28. Virgil's Æneid, Books 1st and 2d, with frequent re views, and special attentions to scanning. Latin Composition. Andrews' & Stoddard's Latin Grammar, Rules of Prosody, and their application to scanning. Time—Five months.	was also heard before each Lecture. Ancient Languages — Owen's Greek Reader, nine Fables, Jests of Hierocles, five Dialogues of Lucian, Boyhood of Cyrus, (from the Cyropædia.) Parting of Hector and Andromache, (from the Iliad,) and the Odes of Anacreon, with attention to scanning, and reviews. Greek Grammar, reviewed. Virgil's Æneid, 5th and 6th Books. Latin Versification, (Anthon's) from page 3 to page 42. Time—four months.
165	Asiel, Leopold W.	17	do.	do. (1 month.)
166	Baldwin, George T.	16	do.	Time—five months.
167	Barnum, Edward B	16	do. (3 months.)	
168	Bell, James David	17	Same as No. 166.	do.
169	Bildersee, Barnett	16	do.	do.
170	Blackwell, John T.	16	do.	do. (3 months.)
171	Blakeman, Wm. N.	17	do.	do. (½ month.)
172	Blauvelt, Cornel's R.	17	do.	do. (1½ month.)
173	Blauvelt, John H.	17	do.	Same as No. 166.
174	Blumensteil, Alex.	17	do.	do.
175	Bogart, Nich. J. M.	18	do.	do. (1½ month.)
176	Boggs, David Harry	18	do.	Same as No. 166.
177	Boyd, John	17	do.	do.
178	Breath, Charles	17	do.	do.
179	Bull, William L.	16	Absent by permission.	Absent by permission.
180	Byrnes, Thomas B.	16	Same as No. 166.	
181	Campbell, John B.	16	do.	Same as No. 166.
182	Clark, George C.	16	do.	do.
183	Chalmers, John C.		do.	do.
184	Crosby, Henry A.	16	do.	do.
185	Deacon, John	18	do.	do.
186	Dohrman, Aug. F.	16	do.	do.
187	Dugan, Thomas	16	do.	do.
188	Demarest, S. S., Jr.	21	do.	do.
189	Dwight, John E.	16	do.	do.
190	Ellsworth, Giraud	18	do. (4½ months.)	
191	Ennis, George H.	16	Same as No. 166.	do.
192	Evans, Lem G. Jr.	18	do.	do.
193	Fackler, Wiley B.	18	do.	do. (4 months.)
194	Ferrier, Thomas, Jr.	17	do.	Same as No. 166.
195	Ferrier, William W.	18	do.	do.
196	Fisher, Eustace W.	17	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
197	Francis, Edward W.	18	Same as No. 166.	Same as No. 166.
198	Garrish, John P.	17	do.	do.
199	Glover, William H.	18	do.	do.
200	Gumbleton, Henry	16	do.	do.
201	Haggarty, Francis J.	20	do.	do.
202	Harrison, Thomas B.	18	do.	do.
203	Hart, James Muir	17	do.	do.
204	Henderson, Ed. H.	17	do.	do.
205	Hewitt, Alfred	16	do.	do.
206	Hibbard, Rufus P.	16	do.	do.
207	Hickock, George B.	17	do.	do.
208	Hilger, Maurice, Jr.	16	do.	do.
209	Howland, Henry R.	16	do.	do.
210	Ingersoll, Wm. H.	16	do.	
211	Jasper, George W.	18	do.	do.
212	Jones, Benjamin F.	18	do.	
213	Juif, George Louis	16	do.	do. (3½ months.)
214	Kurzman, Ferd.	17	do.	Same as No. 166.
215	Labagh, Isaac M.	17	do.	do.
216	Leonard, Caleb R.	16	do.	do.
217	Marshall, James	17	do.	do.
218	McWhood, Ed., Jr.	17	do.	do.
219	Mix, William B.	17	do.	do.
220	Monell, Ambrose	17	do.	do.
221	Morse, Gilbert L.	18	do.	do.
222	Mott, Richard E.	17	do.	do.
223	Newell D. E., Jr.	16	do.	do.
224	O'Connor Chas. H.	16	do.	do.
225	Offley, David R.	16	do.	do. (2 months.) Leave of absence remainder of term.
226	O'Rorke, John	16	do.	Same as No. 166.
227	Orr, John	17	do.	do. (26 days.)
228	Orton, Azariah J.	18	do.	Same as No. 166.
229	Ottinger, Philip J.	17	do.	do.
230	Owen, Edward L.	17	do.	do.
231	Perham, Theodore	16	do.	do.
232	Roberts, William H.	16	do.	do.
233	Roof, Stephen W.	17	do.	
234	Sands, James G.	16	do.	do.
235	Sharp, James R. Jr.	19	do.	do.
236	Steins, Victor Hugo	17	do.	do.
237	Stephens, George W.	17	do.	do.
238	Stephenson, Wm. G.	17	do.	do.
239	Storm, John Baily	17	do,	do.
240	Taylor, John H.	19	do.	do.
241	Thatcher John C.	16	do.	do.
242	Throckmorton, B. W.	17	do.	do.
243	Tilton, Edgar	16	do.	do.
244	Trippe, Henry M.	17	do.	do.
245	Van Dyke, H. B.	17	do.	do.
246	Van Vleck, Abrm. K.	17	do.	do.
247	Vienot, Jules F.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 22, 1859, to Feb. 16, 1860.	Studies pursued from Feb 16, to July 16, 1860.
248	Vitt, Herman A.	16	Same as No. 166.	Same as No. 166.
249	Wallace, John, Jr.	19	do.	do.
250	Waller, Frank	17	do. in all except Mathematics.	do.
251	Wandell, Townsend	19	Same as No. 166.	do.
252	Weber, Aug. C. F.	16	do.	do.
253	Webster, Edward B.	17	do.	do.
254	Whitney, Erastus P.	17	do.	do.
255	Wolfsohn, Henry	16	do.	do.
256	Wood, George W.	16	do.	do.
257	Worrall, Wade A.	16	do. (4 mos. 2 days.)	
258	Zabriskie, John L.	16	Same as No. 166.	do.
259	Abbe, William C.	17	do. in all except the Languages. French—Robertson's System of Teaching French, as far as page 278. Roemer's Polyglot Reader, Part I., with Logical and Grammatical Analysis. Roemer's 2d Reader, Dictation, with application of Grammar. German — Glaubensklee's Grammar(Elementary part) and Exercises to Demonstrative Pronouns. Glaubensklee's Reader, 1st section to page 20. Time—Five months.	do. in all except the Languages. French—A general review of the studies of the preceding term. Robertson's system of teaching French, as far as page 390. Roemer's Polyglot Reader, 40 pages. Do. 2d Part, translating French into English. Roemer's 2d Reader, 300 pages. German — Glaubensklee's Grammar. Glaubensklee's Reader to page 21 and reviewed. Time—Five months.
260	Alexander, Chas. C.	17	Same as No. 259.	Same as No. 259. do. (3 months.)
261	Amory, John C.	17	do.	Same as No. 259.
262	Bogart, James	17	do.	do.
263	Brooks, Fred. W.	16	do.	do. (3½ months.)
264	Brush, Clinton E.	16	do.	Same as No. 259.
265	Conklin, Henry R.	16	do.	do.
266	Crocheron, Wash. L.	16	do.	do.
267	Dwyer, Michael	16	do.	do.
268	Edmonson, H. J. N. P.	16	do.	do.
269	Elder, Samuel G.	16	do.	do. (3 months 21 days.)
270	Ellsworth, Wash. W.	17	do.	Same as No. 259,
271	Forbes, Anthon, Jr.	18	do.	do.
272	Fowler, Cyrus E.	16	do.	do.
273	Frost, Robert B.	16	do.	do.
274	Gavey, Camile P.	16	do.	do.
275	Gibney, John R.	17	do.	do.
276	Gleason, Francis P.	17	do.	do. (1 mo. 10 days.)

No.	Names.	Age.	Studies Pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16, to July 16, 1860.
277	Glover, Elijah A.	17	Same as No. 259.	Same as No. 259.
278	Goodnow, Ed. K.	16	do.	do.
279	Gordon, Leonard	17	do.	do.
280	Gore, Martin A.	18	do.	do.
281	Green, Garret E.	17	do.	do.
282	Griffin, Bradney	17	do.	do.
283	Grinnell, Henry W.	17	do.	do.
284	Hall, William C.	16	do.	do.
285	Hamilton, L. McL.	16	do.	do.
286	Hanks, Chas. G.	16	do.	do. (26 days.)
287	Harris, George H.	16	do. (4 mos. 4 days.)	
288	Henderson, Peter E.	17	Same as No. 259.	do. (3½ months.)
289	Howard, Geo. W.	17	do.	Same as No. 259.
290	Hyde, Frederick E.	16	do.	do.
291	Jackson, Daniel	17	do.	do.
292	Jenkins, Augustus S.	17	do.	do.
293	Kirwin, Joseph B.	18	do.	do. (8 days.)
294	Kühner, Ferdinand	16	do.	Same as No. 259.
295	Lee, Philip P.	16	do.	do. (2 mos. 25 days.)
296	Lockwood, Jos. S.	16	do.	Same as No. 259.
297	Lonnia, Luiga	17	do.	do.
298	Lyng, Jardine	19	do.	do.
299	Mack, Samuel	17	do.	do.
300	Marsh, Alfred C.	16	do.	(do. 3 months.)
301	McGirr, Robert A.	16	do.	Same as No. 259.
302	Miles, Edward C.	17	do.	do.
303	Newstadter, J. H.	16	do.	do.
304	Paddon, George W.	16	do.	do.
305	Peek, Eben B.	17	do.	do.
306	Pfluger, John J. F.	16	do.	do.
307	Riley, Peter James	16	do.	do.
308	Robinson, James W.	18	do.	do.
309	Sherwood, L., Jr.,	17	do.	do.
310	Wiley, Thomas B.	17	do.	do.
311	Witterwoulgh, E.	18	do.	do.
312	Wood, James R.	16	do.	do.
313	Berenbroick, F.	16	do. in all except Languages. Spanish—Ollendorff's Method, XX Lesson's. Ollendorff's Grammar, (half.) Morales' Reader, (half.) Butler's Phrase Book. Regular and Irregular Verbs, Dictation, translations from Spanish into English and English into Spanish. Reading and Conversation. Time—Five months.	do. in all except Languages. Spanish — Ollendorff's Grammar, (through.) Ollendorff's Method, (half.) Morales' Reader, (entire.) Butler's Phrase Book. Iriarte's Fables. Regular and Irregular Verbs. Grammatical Analysis, translations from English into Spanish, and Spanish into English. Dictation, Reading and Conversation. Time—Five months.
314	Dunlap, William H.	17	Same as No. 313. (4 mos. 17 days.)	

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16, to July 16, 1860.
315	Hatch, Stephen S.	18	Same as No. 313.	Same as No. 313. (3 mos. 22 days.)
316	Marten, Benj. F.		do.	Same as No. 313.
317	Saunders, John F.	18	do.	do.
318	Strang, Frederick	16	do.	
319	Thompson, Ed. L.	16	do.	do.
320	Walker James H.	16	do.	do.
321	Winter, Edward	18	do.	do.
322	Young, William	16	do.	do.
323	Gosling, Isrnel L.	19	Same as No. 164. Except Languages and Mathematics. German instead. Pursued a partial course.	Same as No. 166. Except Languages and Mathematics. German instead. Pursued partial course.
324	Abbott, J. M. Mc L.	16	Latin — Andrews and Stoddard's Latin Grammar Andrews' Latin Reader. (Fables and Mythology.) Barton's Outlines of English Grammar, studied and reviewed. Natural History — Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The students required to take notes of Lectures, and prepare for recitation during the week. The notes were then re-written, and inspected at the final examination, and the proper credits given to each student. Mathematics — Docharty's Algebra, from page 125, (Inequalities) to Chapter VIII, pa. 243, studied and reviewed. One Lecture a week on Chemistry, using Renwick's Principles of Chemistry as a text-book.	Latin — Cæsar's Commentaries, Brooks I. and IV., with reviews and grammatical exercises. Chemistry — Renwick's Elements of Chemistry, from page 9 to page 158. Lectures were also delivered on the subject. Instruction given in the departments of Physical Geography and Human Physiology, by Lectures. Notes of the same taken by the students, and examined at the close of the term, and the proper credits given. Drawing—Linear drawing, and Doctrine of Forms, from manuscript, Diagrams and Dictations, five lessons a week. Mathematics Docharty's Geometry, (entire,) and reviewed. Time—Five months.
325	Adams, Charles D.	16	do.	Same as No. 324.
326	Aiton, Robert	15	do.	do.
327	Appleby, F. C.	15	do.	do. (1 month.)
328	Bachrack, Martin	15	do.	Same as No. 324.
329	Baldwin, George T.	17	do.	do. (½ month.)

No.	Names.	Age.	Studies pursued from Sept. 16, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16, to July 16, 1860.
330	Betts, John M. E.	16	Same as No. 324.	Same as No. 324.
331	Birdseye, G. W. P.	16	do.	do.
332	Blakeman, Caldw'l R.	16	do	do. (1 month.)
333	Brinkerhoff, Chas. H	16	do.	Same as No. 324.
334	Britt, Benjamin	17	do.	do.
335	Broach, Geo. W.	16	do. (4 months.)	
336	Broach, James A.	17	do. (4 mos. 4 days.)	
337	Brooks, Horace J.	15	Same as No. 324.	do.
338	Burrell, Philip W.	16	do.	do.
339	Byrnes, Thomas W.	16	do.	do.
340	Cahill, Samuel	15	do.	do.
341	Cameron, John S.	15	do.	do.
342	Clarkson, John A.	15	do.	do.
343	Clarkson, Sam. F., Jr	15	do.	do.
344	Cragin, William B.	16	do.	do.
345	Cram, Benj'n F., Jr.	16	do.	do.
346	Davis, Isaac S.	16	do.	do.
347	Dean, John W.	15	do. (4 mos. 6 days.)	
348	DeSocarraz, Mendoci	18	Same as No. 324.	do.
449	Doran, Dennis J.	15	do.	do. (3½ months.)
350	Dougherty, Mich. A.	20	do.	Same as No. 324.
351	Dugan, Charles	15	do.	do.
352	Dunlap, Samuel Jr.	16	do.	do.
353	Edgar, James M., Jr.	16	do.	do.
354	Edwards, Thomas	17	do.	do.
355	Ennis, James	17	do.	do.
356	Fitzsimmons, John	16	do.	do.
357	Flanagan, James	15	do.	do.
358	Gallician, Thomas	16	do.	do.
359	Giffing, William C.	16	do.	do.
360	Gimbernat, Charles	18	do.	do.
361	Goebel, Lewis	20	do.	do.
362	Granbery, Theodore	16	do.	do.
363	Gray, Henry P., Jr.	16	do.	do.
364	Gilman, Daniel T.	15	do.	do.
365	Greenwood, R. B., Jr.	16	do.	do.
366	Harrington, Elliott G	16	do.	do.
367	Harrison, Jacob B.	17	do.	do. (1 month.)
368	Harrison, William G.	15	do.	Same as No. 324.
369	Harsen, John P.	15	do.	do.
370	Hart, Clinton, J.	16	do.	do.
371	Harvey, Le Grand	16	do.	do. (4 mos. days.)
372	Hay, James	16	do.	do. (3 mos. 25 days.)
373	Heisser, Jacob H.	16	do.	Same as No. 324.
374	Haswell, C. H., Jr.	16	do.	do.
375	Harvey, Daniel E.	15	do.	do.
376	Hibbard Charles M.	16	do.	do.
377	Hitchcock, R. D., Jr.	15	do.	do.
378	Hitchcock, Urban, G.	15	do.	do.
379	Hopkins, Sandford	16	do.	do. (2 months.)
380	Hopping, George W.	15	do.	Same as No. 324.
381	Hornthal, Lewis M.	15	do.	do.
382	Horton, Charles H.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16, to July 16, 1860.
383	Hudson, E. D., Jr.	17	Same as No. 324.	Same as No. 324.
384	Hughes, John E.	15	do.	do.
385	Hurd, Anson A.	16	do.	
386	Jasper, Robert T.	15	do.	do.
387	Jentz, Otto Fred.	16	do.	do.
388	Johnson, Will'by W.	17	do.	
389	Jones, David G.	17	do.	do.
390	Jones, George A.	16	do.	do.
391	Joyce, Charles A.	16	do.	do. (3¼ months.)
392	Kelsch, George F.	16	do.	Same as No. 324.
393	Kent, John T.	16	do.	do.
394	King, William H.	14	do.	do.
395	Kingsland, John C.	17	do.	do.
396	Kirchies, Louis P.	15	do.	do.
397	Koch, Louis P.	15	do.	do.
398	Lacour, John W,	16	do.	do.
399	Lauterback, Edwd.	16	do.	do.
400	Le Comte, Vincent	17	do.	do.
401	Leonard, John H.	16	do.	do.
402	Leventritt, David	15	do.	do.
403	Litchenberg, Isaac	15	do. (2 mos. leave of absence remainder of term.	
404	Lord, Edwin P.	16	Same as No. 324.	do. (4 months.)
405	Lovejoy, Samuel D.	15	do.	Same as No. 324.
406	Mackie, George B.	16	do.	do.
407	Man, George A.	15	do.	do.
408	Malloy, Henry F.	15	do.	do.
409	Maynard, John F.	16	do.	do. (2 mos. 9 days.)
410	McInerney, Aug.	16	do.	(do. 2 months.)
411	McNespic, Joseph J.	16	do.	Same as No. 324.
412	McQuirk, John	15	do.	do.
413	Meeks, Eugene	17	do.	do.
414	Merritt, Austin B.	15	do.	do.
415	Mills, George H.	15	do.	do. (3 mos. 22 days.)
416	Monroe, Robert D.	15	Leave of absence from Nov. 3d.	Leave of absence.
417	Moore, Edgar W.	17	Same as No. 324.	Same as No. 324.
418	Moynihan, Edward	15	do. (4 mos. 9 days.)	
419	Murphy, Patrick E.	16	Same as No. 324.	do.
420	Noyes, Frederick B.	16	do.	do.
421	O'Brien, Law'ce H.	17	do.	do.
422	O Conner, Randal	16	do.	do.
423	Orr, Joseph	16	do.	do.
424	Parker, Joel, Jr.	16	do.	do.
425	Partridge, Edw. B.	16	do.	do.
426	Phelan, Wm. H. H.	16	Leave of absence from Oct. 14.	Leave of absence
427	Plumb, Sandford G.	16	do.	Same as No. 324.
428	Quackenbush, A., Jr.	16	do.	do.
429	Raynor, Samuel J.	15	do.	do.
430	Reynolds, George E.	17	do.	do. (4 mos. 12 days.)
431	Rhoades, George B.	17	do.	Same as No. 324.

No.	Name.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1850.	Studies pursued from Feb. 16 to July 16, 1860.
432	Ritchie, Andrew	16	Same as No. 324.	Same as No. 324.
433	Roberts, Edward	15	do.	Leave of absence from Feb. 23.
434	Rooney, George W.	16	do.	Same as No. 324.
435	Rooney, William H.	15	do.	do.
436	Schack, Rudolph W.	15	do.	do.
437	Skiffington, Wm. J.	17	do.	
438	Slater, Samuel E.	15	do.	do.
439	Slover, Warren G.F.	15	do.	do.
440	Smith, Alphonso	17	do.	do.
441	Smith, Isaac S.	16	do.	do.
442	Smith, Sam. De W.	16	do.	do.
443	Smith, Wm. D., Jr.,	15	do.	do.
444	Souder, James H.	18	do.	do.
445	Spencer, Wm. G.	16	do.	do.
446	Spingarn' Siegmund	15	do.	do.
447	Staples, Frank M.	17	do.	Leave of absence.
448	Stevenson, A., Jr.,	15	do.	Same as No. 324.
449	Stratford, William	16	do.	do.
450	Sturges, Edward B.	16	do.	do.
451	Suffern, Edward L.	15	do.	Leave of absence.
452	Sutherland, Wm. A.	15	do.	Same as No. 324 (3½ mos)
453	Sevensboro', A. H.	15	do.	Same as No. 324.
454	Sweetzer Samuel	18	do.	do.
455	Tate, Charles	15	do.	do.
456	Thompson, J. P., Jr.	15	do.	do.
457	Thorne, James E.	15	do.	do.
458	Thorpe, William C.	15	do.	do.
459	Townsend, James	16	do.	do.
460	Tracy, Charles E.	15	do.	do.
461	Schaffer		do.	do.
462	Trist, Nicholas P.	17	do.	do.
463	Turner, Wm. J	15	do.	do.
464	Underhill, Step. M.	16	do.	do.
465	Valentine, George F.	16	do.	do.
466	Valentine, W. H.	16	do.	do.
467	Van Cott, Leon'd B.	15	do.	do.
468	Van Cott, Wm. H.	16	do.	do.
469	Van Dyke, Rodol.	16	do.	do.
470	Van Pelt, Chas. L.	18	do.	do.
471	Van Voorhies E.W.	16	do.	do.
472	Ward, Frederick B.	17	do.	do.
473	Warth, J. W., Jr.,	16	do.	do.
474	Webb, Wm. E.	17	do.	do.
475	Wightman, Wm. H.	15	do.	do.
476	Westerfield, Wm.	16	do.	do.
477	White, Albert M.	18	do.	do.
478	White, John S.	16	do.	do.
479	Whitely, Wm. H.	15	Same as No. 324.	Same as No. 324.
480	Whildy, James E.	16	do.	do. (2 months.)
481	Winter, Wm. J.	15	do.	Same as No. 324.
482	Young, Samuel J.	15	do.	do.
483	Zacharie, Chas. L.	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
484	Ahearne, Matthew		Same as No. 324 in all except the languages. French — Vannier's Pronunciation. Robertson's system of teaching French, 19 lessons, (practical part.) The Regular Verbs in all their forms, with Oral Phraseological Exercises. Time—Five months.	Same as No. 324 in all except the languages. French—General review of the studies of the preceding term. Roemer's Elementary Reader, (entire.) Robertson's system of teaching French as far as page 215. Regular and Irregular Verbs. Roemer's Polyglot Reader, part 1st, with logical and grammatical analysis. Time—3½ months.
485	Albertson, Edmund	15	Same as No. 484.	do.—Five months.
486	Amory, James W.	20	do.	do.
487	Appleton, Michael	15	do.	do. (3½ months.)
488	Baker, Jacob S.	16	do.	Same as No. 485.
489	Barker, Joseph D.	15	do.	do. (3 months.)
490	Barry, Samuel L.	17	do.	do. (3 months.)
491	Baum, Isaac	16	do.	Same as No. 485.
492	Beck, John G.	17	do.	do.
493	Bettman, Marcus	15	do.	do.
494	Bliss, Wm. Henry	16	do. (4 months.)	
495	Bonestell, James H.	16	Same as No. 485.	Same as No. 485.
496	Briggs, Russell J.	16	do.	do. (4½ months.)
497	Brown, Abraham	16	do.	do.
498	Budenback, Charles	16	do.	Same as No. 485.
499	Bylandt, John E.	17	do.	do.
500	Calvert, John T.	16	do. (4 months.)	
501	Campbell, George	16	Same as No. 485.	Same as No. 485.
502	Candler, James Jr.	15	do.	do.
503	Carmody, Charles B.	15	do. (4 months.)	
504	Carr, Thomas	17	do.	
505	Chattillon, John P.	16	Same as No. 485.	Same as No. 485.
506	Coddington, H. R.	15	do.	do.
507	Cohen, John	16	do.	do.
508	Brown, C. De C., Jr.	15	do.	do.
509	Corkey, Joseph A.	16	do.	do.
510	Corris, Joseph	17	do.	do. (2 months)
511	Craft, Henry C.	15	do.	Same as No. 485.
512	Crowell, Martin L.	15	do.	do.
513	Curry, David, Jr.	15	do.	do.
514	Davis, Abraham B.	15	do.	do.
515	Davis, Elias D.	15	do.	do.
516	De Greck, Otto	15	do.	do.
517	Demarest, George F.	15	do.	do.
518	Demarest, William C.	16	do.	do.
519	Denvir, Thomas J.	17	do.	do.
520	Devlin, Arthur B.	17	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
521	Dimond, John J.	15	Same as No. 485.	do. (3 mos. 26 days.)
522	Donahue. Daniel	15	do.	Same as No. 485.
523	Dow, William S.	16	do.	do.
524	Drew, Burton	17	do.	do. (2 mos. 21 days.)
525	Dame, William B.	15	do.	Same as No. 485.
526	Ebberts, George A.	17	do.	do.
527	Eldridge, William H.	15	do.	do. (1½ months.)
528	Ellwood, Charles E.	15	do.	Same as No. 485.
529	Fagan, John	15	do.	
530	Fahrenholz, Henry C.	16	do.	do.
531	Fielding, Henry	16	do.	do. (3 months)
532	Flammer. Charles A.	15	do.	Same as No. 485.
533	Flynn, Benjamin W.	15	do.	
534	Foster, George H.	15	do.	do. (3 months.)
535	Fowler, Charles T.	16	do.	Same as No. 485.
536	Frick, Charles	15	do.	do.
537	Fuller, Luther M. Jr	16	do.	do.
538	Gaddis, David	16	do.	do.
539	Gallagher, C. C	16	do.	do.
540	Gimbernat, T.	16	do.	do.
541	Glassford, John H. N.	16	do.	do.
542	Goldsmith, Charles	16	do.	do.
543	Goldsmith, Henry	14	do.	do.
544	Gordon, Read, Jr.,	15	do.	do.
545	Gourly, Colin	16	do.	do.
546	Hahn, Isaac H.	15	do.	do.
547	Hallock, George G.	15	do.	do.
548	Hart, James	15	do.	do.
549	Harty, Ben. G. H.	15	do.	do. (1 mo. 25 days.)
550	Heinig, T. F. L.	16	do.	Same as No. 485.
551	Hertz, Cornelius	15	do.	do.
552	Hughes, John W.	15	do.	do.
553	Hunt, Henry Clay	16	do.	do.
554	Isquierdo, B.	17	do.	do.
555	Jacobs, Ephraim A.	15	do.	do.
556	Jenkins, William J.	16	do.	do.
557	Jennings, Geo. P.	15	do.	do.
558	Kamm, Fred. W M.	16	do.	do.
559	Keresey, John J	16	do.	do. (2 mos. 21 days.)
560	Ketchum, Chas. L.	19	do.	Same as No. 485.
561	King, William A.	15	do.	do.
562	Lawrence, Irving G.	17	do.	do.
563	Lawrence, Isaac M.	15	do.	do. (4½ months)
564	Leeds, Charles A.	16	do.	Same as No. 485.
565	Levi, Jacob C.	15	do.	do.
566	Littlefield, Leon'd G.	15	do.	do.
567	Lyng, James	15	do.	do.
568	Mahoney, James T.	15	do.	do.
569	Many, Philip A.	16	do.	do.
570	Marks, Woolf D.	16	do.	do.
571	Matthews, S.	15	do.	do.
572	May, Henry	16	do.	do.
573	McAdam, Lucius	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
574	McCahill, Patrick H.	16	Same as No. 485.	do. (3 mos. 19 days.)
575	McArdle, John	16	do.	do. (3 months.)
576	McClain, Damon H.	16	do.	Same as No. 485.
577	McCollum, Arthur	15	do.	(do. 4½ months.)
578	McCoy, William F.	15	do.	do.
579	McGraw, Hugh	17	do.	Same as No. 485.
580	McManus, James	16	do.	do.
581	McNulty, James J.	16	do.	do.
582	Miller, John	15	do.	do. (4½ months.)
583	Moore, George C.	15	do.	Same as No. 485.
584	Noyes, Randall S.	17	do.	
585	Osgood, George B.	16	do.	do.
586	Patterson, Albert M.	15	do.	do.
587	Patterson, Seeley B.	15	do.	do.
588	Phillips, Henry	16	do.	do.
589	Reilly, James J.	17	do.	do.
590	Roberts, Richard L.	15	do.	do.
591	Sabor, Samuel,	16	do.	do.
592	Saunders, Richard J.	15	do.	do.
593	Schaffer, George F.	16	do.	do.
594	Scofield, Selleck S.	15	do. (4 months.)	
595	Secord, William K.	17	Same as No. 485.	do.
596	Seely, Charles W.	16	do.	do.
597	Shipman, Jas. De G.	15	do.	do.
598	Simonson, Wm. H.	16	do.	do.
599	Smith, Julius T.	16	do.	do.
600	Smith, Sam. W. H.	15	do.	do.
601	Smith, Chas. H. L.	16	do.	do.
602	Reis, John	15	do.	do. (4½ months.)
603	Southworth, Chester	15	do.	Same as No. 485.
604	Steele, Edward J.	15	do.	do. (1 month.)
605	Stien, John F.	15	do.	Same as No. 485.
606	Stephens, Edw., Jr.	15	do.	do.
607	Storm, George R.	16	do.	do.
608	Stilson, John L.	16	do.	do. (3 months.)
609	Sudlow, George J.	15	do.	do. (3 mos. 27 days.)
610	Sullivan, James A.	15	do.	Same as No. 485.
611	Taggard, John J.	17	do.	do.
612	Tappin, James W.	17	do.	do.
613	Thompson, David A.	16	do.	do.
614	Wallwork, John B.	16	do.	do.
615	Ward, Eugene	17	do.	do. (3 mos. 22 days.)
616	Warters, Alex. B.	16	do.	do. (4½ months.)
617	Westerberg, A. G.	15	do.	Same as No. 485.
618	Wemple, Henry G.	17	do.	do. (4½ months.)
619	White, Charles L.	16	do.	do.
620	Whitehead, Fred. A.	17	do.	Leave of absence fr June 5.
621	Wilkins, John H.	15	do.	Same as No. 485.
622	Winters, H. J.	17	do.	
623	Wyant, Charles M.	17	do.	
624	Young, George W.	16	do.	do.
625	Youngs, George A.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21, 1859, to Feb. 16, 1860.	Studies pursued from Feb. 16 to July 16, 1860.
626	Zieger, John	15	Same as No. 485.	do. (2 months.)
627	Ackerman, Gunther	16	do. in all except Languages. German.—Glaubensklee's Grammar, do. Reader; Elwell's Dictionary. Time—Five months.	Same as No. 484 in all except the Languages. German.—Glaubensklee's Grammar, do. Reader. Time—2 mos. 23 days.
628	Cochran, Robert	16	do.	do. (4½ months.)
629	Colwell, Warren A.	18	do.	(do. 5 months.
630	Cox, Joseph	15	do.	do.
631	Crow, John C.	15	do.	do.
632	Davis, Walter T.	17	do.	do.
633	Devine, Thomas	16	do.	do. (4½ months.)
634	Duryea, Abm. R., Jr.	17	do.	do. (3 months.)
635	Dyer, Wm. H., Jr.	15	do.	do. (26 days.)
636	Farmor, John	18	do.	Same as No. 629.
637	Hoe, George E.	16	do.	do.
638	Kingsland, Isaac S.	15	do.	do.
639	Kursheedt, Fred. A.	15	do.	do. (20 days.)
640	McAvoy, James F.	15	do.	Same as No. 629.
641	McCarty, Edward	15	do.	do.
642	McGowan, John E.	16	do.	do.
643	Oakley, Charles E.	15	do.	do.
644	Pullman, Samuel C.	15	do.	do.
645	Triedofer, Isaac	15	do.	do.
646	Vosburg, Jacob	18	do.	do.
647	Worstell, Francis W.	17	do.	do. (2 mos. 21 days.)
648	Holmes, Francis G. D.	18	do.	Same as No. 629.
649	Serven, Ferd. L. W.	16	Same as No. 629.	do.
650	Karsch, Bernard	17	do.	do. (4 months.)
651	Graham, David	15	do. in all except languages. Spanish.—Ollendorff's Spanish Grammar, Morale's Reader, Butler's Phrases. Time—Five months.	do. in all except languages. Spanish.—Ollendorff's Spanish Grammar, Morales' Reader, Butler's Phrases, Iriarte's Fables. Time—Five months.
652	Nagle, John T.	18	do.	do.
653	Tindall, Edward	16	do.	do.

Number of Students who have pursued Classical Studies, or Studies in the High Branches of English Education, or both, for Four Months, or upwards.

All the students named in the foregoing Schedule, have pursued Classic Studies, and studies in the higher branches of English Education, as therein state for four months, or upwards, (except those numbered 125, 167, 179, 402, 41 425,) being in all six hundred and forty-seven, (647.)

City and County of New York, ss.: Horace Webster, being duly sworn, do depose and say, that he is Principal of the New York Free Academy, situated the city of New York, whose annual report to the Regents of the University hereunto annexed; that said report is made in conformity to the latest instructio received from the Regents of the University, and in conformity to the Act of t Legislature of the State of New York, amendatory of the several School Ac passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 185 that the preceding Schedule contains a true statement of the names, ages, a studies of the several students belonging to the said Academy on the 17th day July, 1860, or who belonged to it during part of said year ending on that day, a who are claimed to have pursued, for four months, or upwards, Classical Studi or the higher branches of an English education, or both, according to the tr intent and meaning of the Ordinance of the Regents of the 20th October, 18 as set forth in the explanations which precede the Schedule; that none of sa students are under the age of twelve years, and that such of them as are claimed be classical students have actually pursued at this Academy, or elsewhere all t preliminary studies required by the rules of said institution, and by the 6th and 7 sections of said Ordinance of the said Regents, to make them such students, a have also read the books, or parts of books, specified in the preceding Schedul that such of them as are claimed to be students of the higher branches of Engl Education, had, before they were considered as such students attained at tl Academy, or elsewhere, such proficiency in reading and writing, and acquired su elementary or preliminary knowledge as is required by the 8th section of s Ordinance; that they have all subsequently pursued the requisite studies a performed the requisite exercises in composition and declamation as are requir by the rules relating to the said Academy, and for the period of time requir by the said Ordinance of the Regents to entitle the said Academy to a distributi share of the income of the Literature Fund; that such of said students as have pursued, at this Academy, the said preliminary studies, have, on special exami tion duly made, before entering the said Academy, been found to have acqui the proficiency in said studies required by the said Ordinance, as set forth in t said explanation. All which this deponent affirms to be true, according to t best of his knowledge, information, and belief.

HORACE WEBSTER.

Subscribed and sworn to, before me, this 21st day of November, 1860,

E. B. Fellows,
Commissioner of Deeds.

By order of the Board of Education,

Wm. E. Curtis, *President.*

Thos. Boese, *Clerk.*

New York, November, 1860.

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